

**PERCEIVED TEACHER REJECTION, COPING, AND PSYCHOLOGICAL
MALADJUSTMENT AMONG COLLEGE STUDENTS**



KAINAT ALI

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requirements for the award of the degree of
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By

Kainat Ali

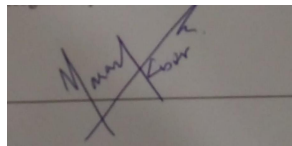
Approved by

(Dr. Naeem Aslam)

External Examiner

(Dr. Saima Kulsoom)

Internal Examiner



(Dr. Muhammad Faran)

Supervisor

(Dr. Saima Kulsoom)

Head of Department

*School of Professional Psychology,
Bahria University Islamabad, E-8 Campus*

Thesis Completion Certificate

Scholar's Name: Kainat Ali

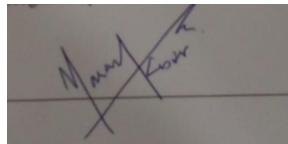
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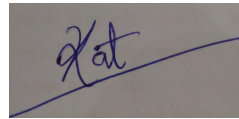
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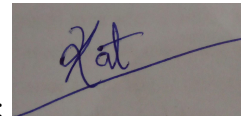
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DEDICATION

To my parents, brothers, and friends.

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LIST OF ABBREVIATIONS

IPART Interpersonal Acceptance Rejection Theory

ABSTRACT

The study aimed to investigate the relationship between perceived teacher rejection, coping, and psychological maladjustment among college students. A sample of 214 students consisting of 90 males, and 124 females aged between 17-19 ($M= 17.4$, $SD=.90$) years participated. The Urdu versions of Teacher Acceptance Rejection Questionnaire TARQ (Malik, 2011), Coping Oriented to Problems Experienced Scale (Nissa & Siddiqui, 2020), and Personality Assessment Questionnaire (Naz & Kausar, 2013) were used. Data was collected using non probability convenient sampling from private and public sector colleges. The study hypothesized that perceived teacher rejection would have a positive relationship with emotion focused coping, avoidant coping, and psychological maladjustment. While problem focused coping, would have a negative relationship with psychological maladjustment. It was also hypothesized that coping will mediate the relationship between perceived teacher rejection and psychological maladjustment. Pearson product correlation, revealed that perceived teacher rejection has a significant positive correlation with psychological maladjustment, avoidant coping has a significant positive correlation with psychological maladjustment, while problem focused coping and emotion focused coping had a negative correlation with psychological maladjustment. and mediation analysis showed that coping partially mediated the relationship between perceived teacher rejection and psychological maladjustment. These findings offer insight to how coping can be utilized in college counselling programs to help college students deal with psychological maladjustment.

CHAPTER I

INTRODUCTION

Teachers attitudes and behaviour toward students have a crucial impact on the psychological maladjustment of students, furthermore it is the perception of the teacher's attitude and behaviour that carries a meaningful impact on the personality development, academic functioning, psychological adjustment, and school performance of students (Rohner, 2021). Even during sensitive periods of development of children and adults, the impact of a teacher's relationship with their students is especially influential (Longobardi et al., 2018).

In fact, students experience a higher risk of psychological, educational, and social maladjustment when the relationship between student-teacher is negative i.e lacking warmth, trust, support, comfort and acceptance (Longobardi et al., 2018). This teacher-student dynamic is one interpersonal process that produces a positive or negative relationship experience in the course of a student's life (Sarfaraz et al., 2024). It is a prevalent occurrence that positive psychological health and adjustment is present in students who perceive their teachers to be emotionally supportive (Nielsen et al., 2017). Positive psychological adjustment and motivational, and self-esteem outcomes are also prevalent among students who have experienced acceptance and warmth from their teachers (Sarfaraz et al., 2024).

The student-teacher dynamic is an important aspect of an individuals life, and this relationship influences both the social and emotional adjustment along with the academic prowess of the student (Abbass et al., 2023). In fact, the teacher-student relationship carries the same relevance as parent-child relationships in the perceived acceptance-rejection phenomena (Khaleque, 2021).

Often students who perceive their teacher as being warm and accepting have better psychological adjustment (Ali et al., 2014). Students who have adaptive coping tend to have less propensity to mental health problems like depression, anxiety, and have an over all good emotional and mental health (Wang et al., 2013).

This study aims to investigate the relationship between perceived teacher rejection, coping and psychological maladjustment. It is assumed that within teacher-student dynamics the attitude and behaviour of teachers can influence a student's psychological adjustment, however, an underlying factor like coping both adaptive and maladaptive may play a role in determining the psychological maladjustment a college student experiences.

1.1 Perceived Teacher Rejection

Perceived teacher rejection is defined on the rejection spectrum of the acceptance/rejection continuum .i.e teacher rejection is experienced by a student on four major types of rejections. These are cold and unaffectionate, hostile and aggressive, indifferent and neglecting, and undifferentiated rejection, these are patterns of rejection that are expressed by significant attachment figures such as parents, teachers, caregivers, significant others, and intimate partners. It is important to note that significant attachment figures are those with whom the individual shares a deep emotional bond and that figure is not replaceable, these significant attachment figures comprise of parents, teachers, romantic partners, and best friends. (Khaleque, 2021).

Moreover, rejection exists on a spectrum and any individual (child, adult, and adolescent) can fall on either side i.e acceptance or rejection (Khaleque, 2017).

Usually the acceptance spectrum comprises of warmth, nurturance, love, support,

affection all expressed through different symbols and actions. Conversely, the rejection spectrum consists of cold, harsh, uncaring, and hostile gestures and symbols.

Rejection can be then observed or studied in two directions, the first one is the phenomenological experience that is the perceived rejection being felt by the individual, the second one is the external observer or the significant attachment figure who reports their own behavior. Since, rejection is of different types and may not be visible in the outside world for instance indifference/neglect dimension in virtually untraceable i.e. emotional injury resulting from subtle cold and silent behaviors is not necessarily alarming or observable in contrast to signs of physical abuse, so outside accounts are not reliable sources of information to gauge perceived rejection. In short, it is the belief held by the individual regarding their parent or significant other's attitude and behavior toward them which measures perceived rejection rather the actual behavior of the attachment figure (Kahleque,2017).

Moreover, this rejection phenomenon in interpersonal relationships is manifested in symbolic terms. So it is crucial to understand cross-cultural and ethnic references regarding the symbolic connotations of acceptance and rejection behaviors (Rohner, 2021). Symbols are subjective, hence one accepting behavior might carry a positive meaning in one culture, while that same behavior may carry no meaning in another culture. These four dimensions (cold and unaffectionate, hostile and aggressive, indifferent and neglecting, and undifferentiated rejection) are cross-culturally relevant as they are experienced universally by diverse individuals regardless of their region, country, gender, ethnicity, and sociocultural background, however it is important to realize that every parent or care giver is molding their behavior according to the definitions of a good and bad parent as defined by their

culture. This definitely adds more layers of subjectivity to the perceived rejection phenomenon (Khaleque, 2015).

Rejection from parents or other attachment figures is also defined as restrictions imposed on an individual where their liberty for exploration and interaction within their interpersonal relationships and environment is compromised. This is due to the lack of parental or caregiver warmth, openness and acceptance available in the environment, and within the relationship. (Khan et al., 2014).

The teacher and student dynamic is also defined in terms of teacher-student relationships which call for an interpersonal relationship that comprises empathy, self-expression, support, warmth, liking, and trust. These are important ingredients of an accepting relationship. When a teacher fails to provide these interpersonal qualities to a student than there personality development and interaction with their environment becomes compromised, this leads to behavioral and emotional problems (Lei et al., 2016)

This rejection constitutes that attachment figures express negative behaviors and emotions such as neglect, hostility, anger, abuse etc in these four patterns causing consequences in the individual's emotional, behavioral, and psychological adjustment (Rohner, 2021).

1.1.2 Cold and unaffectionate

Cold and unaffectionate rejection is explained as unnurturing, unsupportive, and unloving behaviors directed by significant attachment figures toward an individual. Here, affection is a miss and invalidation is evident instead, verbal expression is also negative i.e words expressing warmth, love, and compliments are

scarce, physical gestures like hugging, kissing, physical touch is withdrawn by the caregiver (Rohner, 2021).

1.1.3 Hostile and Aggressive

Hostile and aggressive style of rejection refers to overt hostile actions of attachment figures when they act on their emotions of anger, animosity, bitterness, or contempt. Here the intent of any action is to cause emotional, psychological or physical injury to a person, an object or one's own self. Aggression may be expressed in different behaviors like physical aggression that includes hitting, pushing, throwing objects, and pinching. Verbal aggression is another form of expressed aggression that includes sarcasm, verbal degradation, humiliation, screaming, taunting etc. Moreover, the use of nonverbal body language is also another way to communicate feelings of antagonism toward the intended victim (Khaleque, 2021).

1.1.3 Indifferent and Neglecting

In this type of rejection the important attachment figure shows a lack of care and concern and usually ignores the needs of the other person. Neglect may occur due to the internal feelings of resentment that a caregiver/parent/teacher carries and they express it through deliberately denying the emotional, psychological and physical needs of the individual they intend to harm (Ali et al., 2014). This is not merely an inability to provide the physical and material needs of a person but it is a complete lack of appropriate response and attention to the social, and emotional aspects of someone's life for example comfort, connection, assistance, solace, and validation with the parent figure are crucial for the child to feel accepted. Often when these behaviors are being exhibited by the caregiver the child on the receiving end feels

emotionally hurt, and ends up feeling rejected by their main attachment figure (Khaleque, 2021).

Neglect is can be defined as a construct that is heterogeneous in nature, which harbors several negative experiences a child encounters for instance lack of parental interest in schooling of the child leading to irregular attendance, lack of parental care in food and nutrition, poor supervision, and lack of parental concern for medical attention. In short, neglect is defined as the continual absence of a caregiver figure who is responsible for attending to the child's day to day needs (Mulder et al., 2018).

There have been numerous types of neglect that have been identified, such as neglect related to education, mental health, supervision, other types of neglectful treatment also include deprivation from professional care and treatment, cognitive neglect, environmental and psychological neglect, physical and emotional neglect. Moreover, neglect is seen to be studied from two sides that is one from the child's perspective which may lead to the idea of perceived neglect (Khaleque, 2015) and two neglect must also be studied from the behavioral omissions of the parent, neglect itself is a complex subject to pin down properly as it is speculated to cause either one of two which is either potential psychological consequences or actual consequences (Mulder et al. 2018).

1.1.4 Undifferentiated Rejection

This type of experienced rejection refers to an individual's belief that their major attachment figure (parent, spouse, teacher and friend) does not truly care about them or love them despite the fact that there may be no behavioral evidence linked to this perception regarding the parent/attachment figure (Khaleque, 2015). In fact, an interesting point about undifferentiated rejection is that it is not clearly detectable and

the individual who is facing this rejection type cannot exactly explain or trace the exact behavior. It is unknown whether the attachment figure's behavior is exhibiting neglect, aggression, coldness or aggression (Rohner, 2021).

1.1.5 Control

Control refers to conditions imposed by an attachment figure on either a child or an adult that influences their autonomy on a variety of different situations. Often individuals who perceive this type of rejection from their attachment figure experience complete restriction of their independence where they have numerous behavioral and disciplinary sanctions imposed upon them where they have little to know freedom to choose what they can or can't do. Individuals also experience intrusive control where the demands of their teacher/parent are more important than actual emotions of the child or adult. Usually this form of control is not to discipline the child but it carries ulterior motives for the attachment figure where he/she uses the child to achieve certain goals for themselves. Other forms of control are moderate control where there is lax in restrictions, and firm control where a balance between authority and autonomy is achieved. (Rohner & Lansford, 2017).

Once rejection from a teacher is perceived, a cognitive reappraisal occurs to assess the situation as either threatening or non-threatening resulting in negative or positive emotions. The reappraisal is conducted to effectively to cope with the given circumstance, and the type of coping strategy employed i.e. either adaptive or maladaptive will determine the outcome of the situation (Skinner et al., 2018).

1.2 Coping

Coping is defined as the cognitive, behavioral, and emotional ability of an individual to effectively handle both internal and external circumstances that result from distress (Compas et al. 2017). The external environment offers many psychological and emotional challenges and a demand to overcome these circumstances compels an individual to draw upon their available resources and either reduce their distress levels or resolve the situation at hand. The efforts cognitively, emotionally, and behaviorally exerted to effectively ward off a distressful, dangerous, or threatening situation is called coping (Compas et al. 2017).

Coping according to Lazarus and Folkman, (1984) definition is the ability to effectively deal with distressful situations caused by internal or external stimuli. Coping works with two cognitive appraisals performed by the person concerning the perception of a threatening situation and his or her available resources to deal with it.

According to Lazarus and Folkman's the process of coping occurs in a way where a cognitive appraisal is conducted to survey one's environments for threats, and a coping strategy is then devised to overcome that situation, in addition to this which coping strategy is employed depends entirely on the psychological resources available within the individual's coping repertoire (Skinner et al., 2018). Within this traditional definition of coping, the appraisal process of cognitive surveillance is used to assemble a sequential collection of strategic responses that can be utilized to subdue difficult emotional reactions, and solve stressful circumstances. This is array of different coping strategies which are catered to help us perform in various situations is also called a coping episode which is an assimilation of diverse coping styles that are deployed through reappraisal (Zimmer-Gembeck & Skinner, 2016)

Coping is an ever changing and growing phenomenon which is context dependent and the strategy employed to dampen the effects of distress depend entirely on whether the problem is solvable or not. Meaning that if the difficult or distressful circumstances is beyond one's capacity to cope than the individual's coping strategy will most likely change to match the demand of the given context (Skinner et al., 2018). Coping is also known as a targeted response that serves to disintegrate all physical, psychological, and emotional disturbances that burdens an individual, and these disturbances or worries are related to one's daily living, and distressful life events (Khaled, 2021). Furthermore, the construct of coping is elaborated and understood as literature evolves adding improvements in its existent definitions (Baqtayan, 2015), for instance coping is defined as any constructive or destructive effort that may be done either deliberately or unknowingly with the purpose to absolve a stressor or to at least make it bearable enough to live with.

Coping necessarily is not a healthy phenomenon all of the time, it just acts as a mean to attain a certain end, and sometimes this may cause more harm than good. Henceforth, this concern devised the concept that there may be types of coping which are either adaptive or maladaptive in nature (Baqtayan, 2015). In addition to this, coping has been identified to have two types specifically, one in which the response to stressor is denial and avoidance, and the other in which distress is tackled head on. The former is called the passive approach to coping, and the latter is known as active approach to coping. Further research of this concept has revealed various modes of coping consisting of religious orientation, acceptance, emotional expression, social support seeking, planning, denial, and fight or flight responses (Baqtayan, 2015).

However through rigorous research into the domain, the scientific and empirical consensus categorizes coping into two different types of coping namely,

problem focused coping, emotion focused coping. These coping strategies are used under different circumstances, for instance in problem focused coping situations are dealt using action and confrontation, usually the stressful situation is within one's capacity to cope (Shin et al., 2014) . While emotion focused coping is more relevant when the given circumstance is not practically solvable, and acceptance of the situation and emotional regulation are the best responses (Briggs et al., 2017).

1.2.1 Problem Focused Coping

Problem focused coping is an action oriented coping that serves to solve problems on a practical level. This strategy calls for actively confronting stressful stimuli, and map out possible actionable steps to systematically resolve the stressor (Moritz et al., 2016). Usually the process follows various mechanisms such as planning, gathering information, or performing actionable steps to eradicate a given stressor. This approach is direct and confrontational and instead of avoiding the problem or simply venting about it, this coping strategy confronts the situation head on and deals with it (Wang et al., 2022). Problem focused coping revolves around devising solutions for a problem i.e by its very nature problem focused coping works to change a given negative or stressful situation. This coping is contextually accurate when any stressful stimuli is within the threshold of change and control, where the source of the stressor can be eradicated (Baqtayan, 2015).

1.2.2 Emotion Focused Coping

Emotion focused coping unlike its counter part problem focused coping does not necessarily solve a stressful circumstance, but it serves to alleviate the negative affect and emotional dysregulation that emanates from it (Stanislawski, 2019). Emotion focused coping strategy is relevant in conditions that are beyond change or

solution, those situations that exceed the coping capacity of an individual, it functions to overcome the internal distress ensued by the stressor instead of actually uprooting the main source of the stressor (Biggs et al., 2017).

In short, emotion focused coping does not function to change a negative situation, but it only curbs the emotional and psychological impact that it has on an individual. Its safe to say, that this is not an action based coping that works in the practical world, but it works more on internal processes to either remove emotional distress or at least lessen its intensity (Pamungkas et al., 2023). One good example of contextual relevance of emotion focused coping is the death of a loved one, here acceptance of the situation is a better mode of coping than taking actionable steps to change the circumstance (Mosley et al., 2017).

Furthermore, emotion focused coping strategies consist of various mechanisms for emotional regulation for instance, cognitive restructuring is used to help allot different and more helpful meanings to otherwise distressful situations changing the narrative entirely, social support seeking calls for emotional support from friends and loved ones feeling consoled, emotional expression helps release negative emotions and prevents them from building up (Pamungkas et al., 2023).

1.2.3 Avoidant Coping

Avoidant coping style is a maladaptive coping strategy which is described as passive and avoidant attempts at disengaging from distressful stimuli (Iturralde et al., 2017). This coping process involves denial of problems, delaying situations that cause negative emotions, underestimation on the urgency and seriousness of a situation, and avoiding distressful thoughts, and negative emotions related to the difficult circumstance (Iturralde et al., 2017). Avoidant coping unlike problem focused coping

is non-confrontational and completely disengages from the source of a problematic situation, it only offers temporary relief but does not resolve either the situation or dampen the resulting emotional dysregulation from a stressor like its counter part emotion focused coping (Sullivan et al., 2016). The most common coping methods used in avoidant coping are denial, substance abuse, passivity, and alcohol to circumvent discomfort and negative emotions associated with cognitive appraisal of threatening or distressful stimuli. These maladaptive strategies do not provide any benefit in the long-run, and even create difficult situations for the future (Moritz et al., 2016).

For individuals who experience psychological maladjustment, there seems to be a strong link between degrees of psychological maladjustment individuals and their coping strategies. Similar to problem focused coping, and emotional focused coping, there are two more types of coping i.e instrumental copers, and affective copers (Rohner, 2021). Instrumental copers are rejected persons who are industrious and task oriented while affective copers are emotional, and they rely on social support, and community bonding. These coping styles influence the psychological adjustment of rejected individuals. Psychological adjustment for affective copers are is better as compared to instrumental copers (Rohner 2021). There is definitely a connection between coping and psychological maladjustment.

1.3 Psychological Maladjustment

Psychological maladjustment is referred to as dispositional reactions that occur due to extreme emotional and psychological pain suffered by a person via perceived rejection by close attachment figures consequently leads to elevated levels of negative emotional sensitivity and difficulty dealing with destructive and painful emotions (Khaleque, 2017). Furthermore, individuals may also become aloof or distant from emotional experiences as a defensive response to prevent further emotional harm. This phenomena is called Psychological maladjustment (Zimmer-Gembeck et al., 2017).

This psychologically maladjusted state which has emotional, psychological, and behavioral disturbances is manifested in seven dispositions which are namely Dependence or Defensive Independence, Emotional Unresponsiveness, Hostility and Aggression, Negative Self-esteem, Negative Self-efficacy, Emotional Instability, Negative World View (Rohner, 2021). These dispositions of psychological maladjustment occur due to rejection experienced from significant attachment figures including both parents and teachers, and end up influencing the personality of the individual (Kuyumcu, 2020). This personality is defined as the recurrent and predisposed patterns of cognitive, affective, motivational inclinations to respond in various contexts i.e. the most typical behavioral responses a person opts in different circumstance (Khaleque, 2017).

Psychological adjustment/maladjustment the rejection perceived from significant figures causes a great deal of emotional pain and as a reaction that pain is exhibited through different dispositions of personality moreover, these attachments now expand to numerous interpersonal relationships (teachers, peers, intimate

partners etc.) and the individual who experiences this type of rejection feels a profound influence on their relationships and personality patterns (Rohner, 2021).

Even cross-cultural manifestations have indicated that the interpersonal rejection phenomenon influences both children and adults who experience it, and this leads to either severe or moderate levels of psychological maladjustment i.e. that either all or some dysfunctional personality dispositions are present in both children and adults (Khaleque, 2021).

Moreover, psychological maladjustment and interpersonal rejection share a strong association children who perceive rejection from both their mothers and fathers tend to experience all seven dispositions of psychological maladjustment, the relationship is even strongly associated when children perceive rejection from their mothers (Khaleque, 2017). In fact psychological maladjustment is equally influenced by a child's perception of their parents and teachers, high levels of psychological adjustment are evident in children who have a positive relationship with both their teacher and parents. This positive relationship even reduces levels of psychological maladjustment in children (Ali et al., 2015).

1.3.1 Hostility and Aggression

The definition of hostility states that it is a negative attitude toward others, encompassing feelings of animosity, denigration, and ill will, is referred to as hostility. Trait anger, which is defined by frequent and strong episodes of negative feelings ranging from annoyance to rage, is frequently used to describe it. Hostility is also characterized by a tendency to display rage, conceit, impatience, and outrage in adverse situations (Oubrahim & Combalbert, 2019).

Hostility and aggression are emotional reactions or sentiments of wrath or resentment against another individual, circumstance, or oneself. Aggression is a behavioral manifestation of hostility, characterized by actions intended to cause injury to oneself, another person, or an object, this includes physical behaviors like hitting, throwing object and intimidation (Rohner, 2021). Verbal manifestations of active aggressiveness can include sarcasm, dehumanizing behavior against another individual, criticism, or harsh remarks. While a less overt manifestation of violence, passive aggression can take the shape of impatience, stubbornness, bitterness, vengeance, and lashing out (Oubrahim & Combalbert, 2019).

1.3.2 Dependence

Dependent individuals relentlessly seek emotional comfort, support, nurturance and desire constant reassurance in their relationships (Khaleque, 2017), while defensive independence calls for denial of emotional needs and often patterns of counter rejection in relationships as a protective mechanism. Dependence and defensive often independence gives rise to impaired self-esteem and low self adequacy (Rohner, 2021).

Dependence also refers to the psychologically felt internal desire or longing for emotional support, care, comfort, attention, nurturing, and similar reactions from important people and attachment figures as opposed to instrumental or task-oriented help. Dependent individuals are often overly reliant on their significant others for emotional comfort, reassurance, validation, and their sense of being (Rohner, 2019). Their sense of emotional security and self-worth is determined by acceptance from significant others (Khaleque, 2017).

In contrast to dependency the usual propensity for people who have been rejected severely to gradually reduce the number of attempts they make to get a positive reaction as a result of their mounting resentment and emotional insensitivity is called defensive independence (Rohner, 2019). In essence, many defensively independent people believe that their significant others are not necessary for them (Khaleque, 2017).

One strategy many rejected people use to protect themselves from the hurt of rejection in circumstances they feel unable to change is defensive independence. Similar to healthy independence, defensive independence involves people making comparatively few behavioral offers in the hopes of receiving a favorable response (Rohner, 2021). However, defensively independent people still have an emotional need for positive reinforcement, even though they may not always be aware of it. This is how it differs from healthy independence. In fact, due to the layer of resentment, mistrust, and the history of emotional unavailability of significant others, such individuals deliberately seek to deny any comfort, support or emotional dependence on others (Rohner, 2019).

1.3.3 Negative Self-esteem

Refers to the all-encompassing, subjective assessment of one's own value or worth that people make of themselves. Positive self-esteem feelings suggest that one likes, approves, accepts, and feels comfortable with oneself; that one is seldom disappointed in oneself; and that one believes that one is a valuable individual deserving of respect (Rohner, 2021). Conversely, low self-esteem suggests that an individual despises or disapproves of themselves; that they undervalue themselves and

occasionally feel inferior to others; that they believe they are unworthy of respect or are deserving of punishment (Rohner, 2019).

Self-esteem is also referred to as a complex notion that reflects people's feelings about themselves, and if it is negative or maladaptive then the emotions reflected are also negative. It is linked to other psychological concepts including self-worth, self-image, self-concept, self-perception, confidence, and self-acceptance (Hagen et al., 2020).

Negative self-esteem suggests that the person believes they are incapable of handling life's problems. The individual believes that he is unworthy of achievement and that he cannot successfully compete for the things he wants (Muris & Otgar, 2023).

1.3.4 Negative Self-adequacy

Self adequacy is explained in terms of judgments people make about their own skill or capacity to fulfill the task-oriented, instrumental requirements of daily life. Positive feelings of self-adequacy suggest that one believes they are successful or capable of succeeding in their endeavors; they also believe they are self-assured, self-confident, and socially acceptable. Conversely, sentiments of poor self-adequacy are associated with feelings of incompetence and the belief that one cannot adequately handle daily obligations (Rohner, 2019).

Self-adequacy is the comprehensive assessment of one's own ability to meet one's own needs, deal with difficulties as they arise, and carry out daily responsibilities. Positive feelings of self-adequacy indicate that a person is self-assured, feels socially acceptable, and believes he can succeed in anything he sets out to do (Hagen et al., 2020).

1.3.5 Emotional Instability

According to current understanding, emotional instability refers to substantial and regular changes in emotional states that can also hinder day-to-day functioning (Rossi & Stefano, 2024). Rapid and severe mood swings, trouble identifying and controlling emotions, and heightened sensitivity to emotional cues are the hallmarks of emotional instability (Petrovic & Castellanos, 2016).

Strong, erratic, and occasionally abrupt shifts in one's emotional state and mood are referred to as emotional instability. It is seen as a dysregulated emotional experience that has a significant impact on a person's functioning and is caused by a complex interaction between behavioral, physiological, and cognitive elements (Rossi & Stefano, 2024).

Unpredictability in feelings and responses to situations is typically associated with emotional instability. Emotional instability is also defined as over reactions to circumstances which elevate emotions from their baseline leading to emotional dysregulation (Marvaha et al., 2014).

1.3.6 Emotional Unresponsiveness

Emotional unresponsiveness is described as a closing off response as a reaction to prolonged exposure to rejection experienced from significant others (Rohner, 2021). The emotional pain caused by rejection is unbearable to the point an individual starts to become emotionally invulnerable in order to prevent further emotional damage to ensue and cause more pain and suffering (Rohner, 2021).

Many adults and children emotionally shut down in an attempt to shield themselves from the hurt of more rejection as a reaction to the psychological anguish of rejection. In other words, they stop being as sensitive to emotions. While doing this,

people frequently struggle with knowing how to show love to others and with accepting it from them. (Khaleque, 2017).

1.3.7 Negative World View

A world view is referred as an individual's (sometimes unreliable) general assessment of life, the cosmos, or existence itself as essentially good or bad. A positive worldview holds that life is generally nice, safe, kind, joyful, or nonthreatening, or that it has some other positive aspect (Rohner, 2019). On the other side, a person with a negative worldview believes that life is fundamentally awful, unstable, dangerous, unpleasant, unpredictable, and/or full of many risks. Therefore, a person's worldview is an assessment of the value of life. It should not be mistaken for one's actual understanding of political, social, economic, or other events (Rohner, 2019).

1.4 Literature Review

In this comprehensive literature review, several studies to assess the relationships between perceived teacher rejection, coping, and psychological maladjustment are discussed. The studies are discussed in the order of recent to oldest.

In one study that was conducted by Khait et al. (2024), a sample of 180 health care workers was selected to fill out online surveys in a cross-sectional study. The study was investigating the relationship between different coping strategies adaptive and maladaptive, and the psychological distress experienced by health workers. The study findings indicated that maladaptive coping such as avoidant coping was found to be positive associated with both perceived emotional and psychological distress, i.e. participants who used avoidant coping were likely to experience more distress which in turn may influence their psychological adjustment. However, for the participants who used adaptive coping like problem focused coping, the levels of perceived psychological distress were significantly reduced.

Moreover, another study regarding teacher's attitude toward students was conducted by Belcher et al. (2022) on a sample of 377 students, and 96 teachers who filled out surveys that examined the constructs of fear appeals, psychological distress, and self-efficacy i.e. a teacher's negative attitude and behavior toward their students may have negative influence on their overall psychological adjustment. The study investigated the influence of fear appeal applied by the teacher on students to improve their academic performance, however this fear inducing behavior of the teacher was shown to have an adverse impact on both the psychological adjustment and academic performance of students and a positive relationship with distress levels in students and a lower academic self efficacy implying that the students had a negative perception of

their teachers which may have influenced their overall psychological adjustment. Similarly teachers who used fear appeal as a tool for motivation were also shown to have increased levels of anxiety and lower self efficacy. The research show that the teacher-student dynamic and its positive or negative perceptions has a strong influence on both sides of the relationship.

Furthermore, an intervention based study was conducted by Thilagavathi et al. (2022) on children with neglecting parents, to examine the relationship between psychological maladjustment and coping. For this two groups, experimental and control were created each having 12 participants, the participants were given problem focused coping training for 8 sessions. The findings revealed that the children who received the problem focused coping training had better psychological maladjustment and academic performance in comparison to the participants in control group who received no coping training. This argues the benefits of problem solving coping and how using to learn adaptive coping at a young can help improve psychological adjustment.

In addition to this, in a study conducted by Ding et al. (2022) a sample of 1,287 medical college students were selected for filling out survey forms. The study aimed to investigate the relationships between coping strategies, life style, and life satisfaction, the main goal was to find whether different coping styles might impact the psychological adjustment of the college students. It was found that positive coping strategies play an important role in determining student's life satisfaction, and this may argue that the students might have better psychological adjustment outcomes in the future. The study concluded that further interventions of positive coping strategies such as teaching students problem focused coping can help students deal with

difficult circumstances related to their life styles and improve the psychological wellbeing of college students.

Moreover, another study was conducted by Nordin et al. (2022) on a sample of 3,356 adults who filled out an online survey. The main aim of the study was to understand the relationship between various coping strategies and how adults manage stress related to their jobs, another assumption was that maladaptive coping i.e avoidant coping would prove detrimental to the adults psychological adjustment as it is associated with negative mental health outcomes. The findings of the study revealed that those adults who used avoidant coping strategies to ward off their work stress are more likely to experience more stress, in addition to this correlation with depression was also found in participants who used avoidant coping meaning such adults who used avoidant coping were more likely to develop mental disorders like depression and this may influence their psychological adjustment.

Furthermore, another study was conducted by Tsurulnikova & Shvarts (2022) to investigate the association between adaptive and maladaptive coping behaviors with emotional well-being and psychological adjustment of adolescents. This empirical study utilized a technique to diagnose adolescents stress-coping behaviors through out its course. Moreover, multiple dimensions were used to understand the diverse sources of emotional distress for adolescents such as socio-environmental distress from social isolation, social maladjustment, and psychological factors such as psychological maladjustment, and aggression. The findings of the study revealed that the type of coping response adolescents gave under both psychological and socio-environmental stressors greatly determined how it influenced their emotional well being and overall psychological adjustment. Coping strategies like problem focused

coping, and social supports seeking were seen to establish both emotional well-being and psychological adjustment while non-constructive coping strategies like avoidance, social isolation, and rumination were shown to negatively influence emotional well being and psychological adjustment in adolescents.

Additionally, another study was conducted by Cann et al. (2022), on a population of university students. The study consisted of two phases in one 105 participants were selected while in the second study was conducted on 115 university students. The study aimed to investigate coping strategies as a mediator between emotional intelligence, emotional well being, and emotional ill being. In both studies the findings indicated that coping strategies predicted both emotional well being and emotional ill being where avoidant coping strategies were shown to negatively influence emotional well being meaning it decreased emotional regulation and adjustment. On the contrary, avoidant coping positively influenced emotional ill being that is it increased depression, anxiety and overall psychological maladjustment of first year university students.

In another study conducted by Obdenaker (2021), the teacher-student relationship was investigated in 556 secondary school students in Netherlands. The study investigated the impact of a supportive and non-supportive teacher on student's psychological functioning, whether neglect and rejection from a teacher lead to maladaptive psychological functioning in students, moreover if a student's basic psychological needs are not met their teacher it can also impact the student's motivation and academic achievement. The findings showed that teachers who are non-supportive of the student's need or are perceived as neglectful or rejecting have a negative influence on the student's psychological adjustment, moreover teachers who

were supportive of student's basic psychological needs had a positive impact on the student's psychological functioning, academic life, and motivation in the classroom. The study concluded that a teacher's attitude and behavior in class definitely has a strong influence on the student's psychological adjustment.

Moreover, a study was conducted by Khaleque (2021) that comprised a sample of 586 children, 1,709 adults were selected from eleven countries in four different continents, who filled out survey forms. The aim of the study was to investigate the combined influence of the acceptance/rejection phenomena on the psychological adjustment of both children and adults, here acceptance/rejection is perceived from all significant attachment figures including father, mother and teachers. The participants were split into two groups, one in the multiple rejection group and the other participants in the multiple rejection group. In the research findings it was revealed that the participants in the multiple acceptance group despite of differences in gender, culture, and age reported good psychological maladjustment as they perceived all their attachment figures (father, mother, and teachers) to be accepting. While in the multiple rejection group all participants despite their age, culture and gender difference were found to have moderate to severe levels of psychological maladjustment because they experienced their attachment figures to be rejecting toward them.

In addition to this, another study was conducted by Morales & Trianes (2021) in which a sample of 402 school students including both children and adolescents was taken to investigate the relationship between psychological adjustment, behavioral problems and the different coping strategies used under numerous stressful scenarios. The findings of the study indicated that the coping strategies used by both children and adolescents are different from each other in different circumstances. Additionally,

it was revealed that coping strategies that were approach oriented like problem focused coping yielded better psychological adjustment while avoidance based coping strategies increased psychological adjustment, and behavioral problems

Another study was conducted by Shermeyer et al. (2018) in which a sample of 74 college students were selected for filling out survey forms. The main goal of the study was to explore the relationships between adaptive/maladaptive coping, quality of life and mood, it was speculated that problem focused coping would influence both quality of life and emotional states of the students. The study consisted of recording the changing emotional states of the students in a 7 day period, where their moods and perception of their life quality were recorded alongside the coping styles they engaged in. The findings of the study revealed in a single multilevel multivariate regression model that problem focused engagement coping was found to be positively related with higher positive mood, and quality of life while the converse was true for avoidant style or disengagement coping styles. It was further stated in the study that interventions that teach adaptive coping can be utilized to help college students be more psychologically maladjusted.

Moreover, in a meta-analysis conducted by Compas et al. (2017) the relationship between different types of coping strategies and psychological maladjustment/adjustment on adolescents and children comprising a total of 212 researches with a sample of 80,850 participants was extensively studied. The literature argued that there is an established relationship between psycho-pathological manifestations, coping and emotion regulation. In the cross-sectional meta-analysis it was concluded that adaptive coping serves to alleviate psychological maladjustment in adolescents and children while conversely maladaptive coping, and disengagement

coping factors, along with emotion suppression, denial and avoidance tend to increase psychological maladjustment in adolescents and children.

Furthermore another study was conducted by Fransisco et al. (2016) on a sample of 341 adolescents to investigate the relationship between psychological maladjustment and adaptive and maladaptive coping strategies. Coping strategies was studied as a mediator between psychological maladjustment and inadequate family functioning. Data from participants was gathered by filling out survey forms. The findings indicated that adaptive coping like problem solving coping, social support seeking, and emotion regulation significantly influenced psychological maladjustment in that adolescents with adaptive coping were more psychologically adjusted. On the contrary, maladaptive coping like avoidance, social isolation, and venting were found to increase psychological maladjustment in adolescents.

Furthermore in a meta-analysis of 57 studies conducted by Lei et al. (2016) in which a sample of 73,933 students were present, an association between teacher-student relationships and psychological maladjustment specifically in the form of externalizing behaviors was investigated. It was speculated that positive teacher-student relationships which consists of trust, warmth, and acceptance would have an impact on the psychological maladjustment specifically behavioral problems of the students. The findings of the study revealed that students who had positive relationship with their teachers, students who experienced warmth and trust had significantly less behavioral problems and were more psychologically and socially adjusted. The study concluded that positive student-teacher relationships play an important role in the overall adjustment of students.

In another study by Ali et al. (2015), a cross-cultural meta-analysis was done compiling 9 studies which consisted of 2,422 students in 12 nations. The study was done to understand student's psychological maladjustment, and how much influence perceived teacher and parental acceptance has on it. Postulates derived from IPARTheory were questioned regarding how genders differ in their outcome variables cross-culturally. The results revealed that student's perception of both teachers and parents has a significant influence on psychological adjustment, and school conduct of students regardless of their gender. Though boys were found to experience a stronger impact of teacher acceptance on their conduct as compared to girls .

Another study was conducted by Francisco et al. (2015) in which a sample of 341 adolescents were selected to fill out self-report survey forms. The study aimed to explore the relationship between adaptive and maladaptive coping strategies, family functioning, and psychological maladjustment. The findings of the research showed that adolescents who used adaptive coping strategies like problem focused coping to deal with interpersonal distress from family functioning were less likely to develop psychological maladjustment, however those participants who used maladaptive coping like avoidant coping reported increased psychological maladjustment.

In a qualitative study conducted by Cooper & Minness (2014) which involved 33 interviews with high-school students that examined 65 student-teacher relationships, it was found that students perceive their teachers in a positive light when they show a facet of caring and understanding meaning that warmth and acceptance is an important aspect of a good student-teacher relationship. On the other hand, there is a fine line between a teacher who is too involved in the student's life where the students feel their autonomy is being challenged implying that the factor of perceived control by the teacher might be at play. All in all the study concluded that

teacher-student relationship is a sensitive relation in which a teachers attitude and behavior directly influences their positive or negative perception in their student's minds.

In addition to this, a study was conducted by Wang et al. (2013) on a sample of 14000 adolescent students, to understand the dynamics of teacher-student relationship, parent-adolescent conflict, and effortful control, and how these factors influence the emotional well-being and conduct of students in the long-term. Positive teacher-student relationships were examined for their buffering effect on low effortful control and parent-adolescent conflict. The findings of the study revealed that positive teacher-student relationship reduced the risks of depression and behavioral problems in adolescents providing students with better emotional health and conduct which are precursors to overall psychological adjustment.

In another study conducted by Chinaveh (2013), a sample 80 of Iranian college students was taken and divided into two groups i.e. experimental and control group. For a time period of eight weeks the students in the experimental group were given problem solving skills training to help enhance their coping strategies by increasing problem oriented coping. In the pre-post analysis initially the students filled out survey forms recording their coping skills and psychological maladjustment levels, and they were then randomly assigned to either of the groups. The group of students who had received problem solving skills training for one month had lower levels of psychological maladjustment in comparison to those in the control group who received to coping enhancement training. Hence, problem focused coping is shown to decrease levels of psychological maladjustment.

One research involving 250 college students was conducted by Shoaib et al. (2021), which explored the relationship among teacher acceptance-rejection dynamic, dropout intention while academic locus of control and academic adjustment played a mediating role. The findings of the study indicated that perceived teacher had a profound influence on the psychological adjustment of students, in fact as perceived teacher rejection increased in students their academic adjustment along with dropout intentions significantly increased. These findings are evidence to the fact that teachers have a vital role on the psychological adjustment of students, perceived acceptance or rejection in the teacher-student dynamic indeed make a difference.

In another study by Sarfaraz et al. (2024), a sample of 500 students was taken from Hyderabad consisting of students aged 10-18 years who filled out survey forms. The study explored the relationship between perceived teacher acceptance and student self-esteem. Negative self-esteem is one of the seven dispositions of psychological maladjustment, and it was speculated that student's who develop low self-esteem may also be psychologically maladjusted in the future. It was revealed in the findings through a regression analysis that student's who have a positive perception of their teachers meaning, students who perceive their teacher as being accepting tend to have a higher self-esteem, denoting that positive teacher-student relationships have a significant association with a student's psychological maladjustment.

In one study conducted by Erkman et al. (2010) on 223 fifth grade students to examine whether perceived acceptance of teachers has an impact on student's self-concept, attitude toward school, and academic achievement. The findings showed that there is a significant correlation between positive perception of teachers and attitude toward school, moreover students who perceive their teachers to be accepting have a better self-concept. For academic achievement strong correlations were found with

perceived teacher acceptance among male students i.e. positive teacher perception in boys correlated to higher grades .

Another study conducted by Rohner et al. (2010), explored the teacher-student relationship alongside parent-child relationships in a sample of 205 Kuwaiti middle school students. This was done to investigate psychological maladjustment, student conduct, and behavioral control in students who perceived their teachers and parents to be rejecting. Students who viewed both their parents and teachers to be warm and slightly controlling were reported to not have good conduct in school over all. Reportedly such students had good psychological adjustment. Moreover, a significant correlation was found between perceived teacher and parental acceptance and psychological adjustment in students. No significance regarding perceived teacher and parental acceptance school conduct was found with girls, however, perceived behavioral control of both father and teacher influenced conduct of boys.

In one research, conducted by Rohner (2010) a cross-cultural examination of teacher-student relationship in schools from six different countries was conducted by taking established tools and theoretical framework from the IPARTheory. Here, it was found that the variables including school conduct, behavioral control, and academic achievement varied in their correlations with perceived teacher and parental rejection specifically between differing genders, however a stable pattern of both perceived teacher and parental acceptance-rejection was found in influencing the psychological adjustment of students (both boys and girls) cross-culturally. Interestingly in two nations teacher acceptance was the main variable in action that influenced student's adjustment while in two other nations perceived parental acceptance was the main predictor of adjustment .

Regarding teacher-student relationships a study was conducted by Ulug et al. (2011) on a sample of 353 university students from Istanbul to understand the impact of teacher attitudes and behaviours on the development of healthy personalities of students, and their academic performance within the perspective of lifespan development. Students were instructed to provide information about their positive and negative experiences with their primary, secondary, high school, and university teachers and how their relationships with their teachers impacted their over all personality development. The findings concluded that students who experienced positive attitude from their teachers had positive developments in their personalities alongside their academic performance.

In another study conducted by Greenglass (2009) on three different populations including university students, 151 rehabilitation patients mastering independent functioning following major surgery, and 313 employee absenteeism. A theoretical model was designed to gauge a synergistic relationship between coping, and social support which had a relationship with improved psychological functioning. It was revealed in the study findings that proactive coping such as approach oriented and problem focused coping acted as a mediator between social support and positive affect. Those who used proactive coping were psychologically adjusted which in turn also improved their positive affect. It was even proposed in the study to teach proactive coping in order to help people become more psychologically adjusted when facing difficult situations.

A study was conducted by Hampel (2009) on a sample of 409 6th to 9th grade students with the aim to explore how coping strategies are used by children and adolescents to deal with social and emotional stress from peer victimization and bullying. For this study the participants filled out various survey forms. The findings

of the study revealed that maladaptive coping like avoidant coping had a significant positive association with both social and emotional distress related to peer victimization and bullying; psychological maladjustment was elevated in those students who used avoidant coping. This finding was prominent in both boys and girls and the victimization and interpersonal stress were shown to be enhanced in the presence of avoidant coping strategies which in turn adversely influenced the psychological adjustment of students.

Another research was conducted by Ben-Zur, (2009) on a sample of 480 university students, adolescents, and general population to investigate the relationship between coping strategies such as adaptive and maladaptive coping strategies and negative outcomes such as negative affect and emotional distress. The participants filled the relevant surveys of coping and affect, and the results of the study showed a negative correlation between problem focused coping and negative affect meaning as problem focused coping increases negative emotionality decreases, whereas for avoidant coping the relationship with positive affect was negative which indicated that less maladaptive coping is associated with more positive emotionality . Moreover, problem focused coping was found to moderate the effects of avoidant coping and negative affect .

1.5 Theoretical Framework

1.5.1 *Interpersonal Acceptance/Rejection Theory*

The Interpersonal acceptance-rejection theory (IPARTheory) proposes an evidence based explanation and prediction of perceived acceptance-rejection dynamics in significant relationships within the context of socialization and lifespan development. The theory explains the process in which an individual develops negative consequences in their personality due to perceived rejection and individuals who develop positive disposition due to perceived acceptance (Rohner & Lansford, 2017). IPARTheory explains acceptance and rejection on a continuum, which is called the warmth dimension. This dimension comprises both experiences, on one side of the spectrum that of acceptance warmth and affection are expressed openly through different verbal and non-verbal gestures where support, nurture, and love are met in abundance (Rohner 2021).

This research is based on the Interpersonal Acceptance-Rejection theory (IPAR) which argues that perceived parental or significant other rejection impacts not only a child's life and experience, but the consequences from this rejection is carried to ones adulthood and influences one's interpersonal relationships and personality dispositions. The rejection experienced in childhood is even memorable in adulthood, henceforth its effects are also prevalent. (Rohner & Lansford, 2017). Moreover the two sub-theories of IPAR i.e the personality sub theory, and the coping sub theory are utilized for this study.

The personality sub-theory argues that psychological maladjustment directly occurs from perceived rejection in interpersonal relationships, and it leads to seven personality dispositions which reveal emotional, psychological, and behavioral

patterns of an individual in important relationships (parental, intimate partner, teacher, sibling and best friend) often these dispositions emerge as a reaction to being denied warmth and affection (Rohner, 2021).

Moreover, even factors such as neurobiology is a vital component in the role of rejection and personality formation, here maternal warmth and affection is linked with a larger volume hippocampus (Luby et al., 2012). Rejection can be so powerful that it lights up regions in the brain that are the same ones that respond to physical pain (Karos, 2018). Emotional problems are prominent in rejected individuals due to altered neural pathways which makes it twice as hard for them to regulate their emotions (Lecce et al., 2019). Henceforth, perceived rejection is detrimental in the development of one's maladjusted personality dispositions.

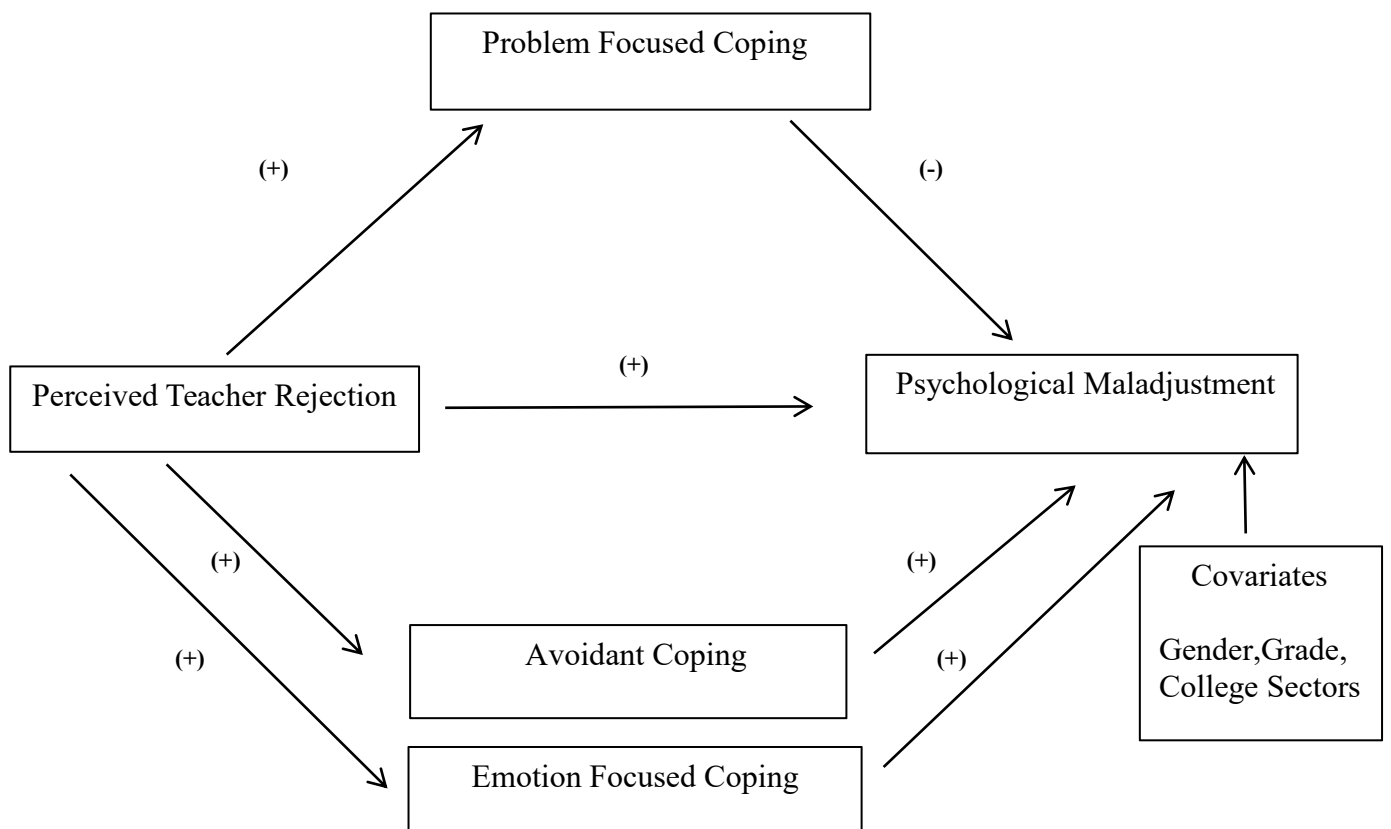
In addition to this IPAR theory's coping sub-theory states that rejected individuals show differences in their psychological maladjustment. Meaning that there is a certain category of individuals that despite facing perceived interpersonal rejection turn out to have better psychological adjustment than others. Rohner (2021) argues that this may be explained due to a difference in their coping mechanisms for instance IPAR theory defines two types of copers i.e the instrumental coper, and the affective coper (Khaleque et al, 2017). Instrumental copers are rejected persons that are task oriented high achievers, and they go through their lives surmounting much success, but despite their tangible success they are psychologically maladjusted and do not really recover from the effects of perceived interpersonal rejection (Rohner & Lansford, 2017). On the contrary, affective copers are more emotional in their approach to their lives and interpersonal relationships, they rely on social support and community bonding. They are not industrious or highly successful adults, but they have better psychological adjustment, and recover from perceived interpersonal rejection

(Rohner, 2021). It is clear that coping plays an important part in one's psychological adjustment. The study links perceived teacher rejection, coping, and psychological maladjustment, and aims to understand how these three constructs relate to each other, and how coping may play a part in one's psychological maladjustment.

Figure 1.6

Conceptual model of perceived teacher rejection, coping (problem focused coping, emotion focused coping, and avoidant coping), and psychological maladjustment

Conceptual model



1.7 Rationale

The age of adolescence to emerging adulthood is a crucial developmental period in an individual's life. College students lie between an important transitional age where they are entering from late adolescence into young adulthood, and their psycho-social, psycho-sexual, emotional, and cognitive development are at their most sensitive stage (Skehan & Davis, 2017).

Here, any psychological, and emotional disturbance can seriously influence their development and mental health and cause long lasting psychological problems in adulthood which even become worse overtime. In fact, confident decision making, and stable interpersonal relationships are heavily influenced by rejection from authority figures at this transitional stage (Skehan & Davis, 2017). Henceforth, why this study emphasizes the importance of the college student population, as it aims to explore the relationships between perceived teacher rejection, coping, and psychological maladjustment in college students.

Furthermore, the Interpersonal Acceptance Rejection theory (IPAR) has three sub-theories among which the least developed one is its coping sub-theory (Rohner, 2021) despite the IPAR theory being studied and expanded for nearly six decades there is still insufficient research on the coping sub-theory. The current research aims to fill in this gap and possibly provide answers to develop the coping sub-theory and help to understand whether a certain type of coping strategy may serve to alleviate the symptoms of psychological maladjustment in college students.

Moreover, in Pakistani college students mental health problems have shown a significant increase in prevalence, and there is a dire need for counselling programs that cater specifically to help college students alleviate their psychological and emotional problems. However, there is a lack of such counselling programs in Pakistani colleges (Saleem et al., 2019).

The findings of this study can be utilized to emphasize the need of developing college counselling programs in Pakistani colleges that are constructed to teach students adaptive coping strategies to help with their psychological maladjustment at their transitional age. Moreover, teacher-students relationships can be improved by training teachers to be more accepting and supportive of their students.

1.8 Objectives

1. To investigate the positive relationship between perceived teacher rejection avoidant coping and psychological maladjustment in college students.
2. To investigate the negative relationship between problem focused coping, emotion focused coping and psychological maladjustment in college students.
3. To investigate the mediating role of coping between perceived teacher rejection and psychological maladjustment in college students.
4. To investigate the impact of demographics (gender, grade, and college sectors) on perceived teacher rejection, coping, and psychological maladjustment in college students.

1.9 Hypotheses

1. There will be a positive relationship between perceived teacher rejection, emotion focused coping, avoidant coping and psychological maladjustment in college students.

2. There will be a negative relationship between problem focused coping, and psychological maladjustment in college students.
3. Coping will mediate the relation between psychological maladjustment and perceived teacher rejection in college students.
4. There will be gender differences in perceived teacher rejection, coping, and psychological maladjustment in college students.
5. There will be grade differences in perceived teacher rejection, coping, and psychological maladjustment in college students.
6. There will be college sector differences in perceived teacher rejection, coping, and psychological maladjustment in college students.

CHAPTER II

METHOD

2.1 Research design

Cross-sectional research design was used to assess the relationship between perceived teacher rejection, coping, and psychological maladjustment in college students.

2.2 Sample

A sample of 214 college students including 90 male and 124 female students aged 16-19 years were selected from private and public sector colleges in Islamabad and Rawalpindi. The estimated sample size was calculated using G-power which showed a sample of 160. Data was collected using non probability convenience sampling strategy.

2.2.2 Inclusion criteria

- College students who had been enrolled in college for 6 months were included in the study.

2.2.3 Exclusion criteria

- College students who were enrolled in distant learning set ups (virtual college) i.e students not attending college on campus.
- College students who were home tutored and not attending college on campus.
- Students educated in special learning colleges were excluded.

2.3 Operational definition

2.3.1 *Perceived Teacher Rejection*

The present study defines Perceived Teacher Rejection in four expressions of rejection cold and unaffectionate, hostile and aggressive, indifferent and neglecting, and undifferentiated rejection, these are patterns of rejection that are expressed by significant attachment figures i.e. teachers. This rejection constitutes that teachers express negative behaviors and emotions such as neglect, hostility, anger, abuse etc in these four patterns causing consequences in the individuals emotional, behavioral, and psychological adjustment. Lower scores 24-59 indicate acceptance, and mild perceived rejection, while higher scores from 60 - 96 denote moderate to severe rejection (Rohner, 2021).

2.3.1.1 *Cold and Unaffectionate.* It is the absence of warmth, support, nurturance, and love from a significant attachment figure. Higher scores from 60 - 96 denote moderate to severe rejection (Rohner, 2021).

2.3.1.2 *Hostile and Aggressive.* Overt hostile actions of attachment figures when they act on their emotions of anger, animosity, bitterness, or contempt. Higher scores from 60 - 96 denote moderate to severe rejection (Rohner, 2021).

2.3.1.3 *Indifferent and Neglecting.* Lack of care and concern shown by the significant attachment figure to basic psychological, emotional, and physical needs. Higher scores from 60 - 96 denote moderate to severe rejection (Rohner, 2021).

2.3.1.4 *Undifferentiated Rejection.* It is the belief of an individual that a significant attachment figure does not truly care or love them despite the lack of behavioral evidence. Higher scores from 60 - 96 denote moderate to severe rejection (Rohner, 2021).

2.3.1.5 Control. Control refers to conditions imposed by an attachment figure on either a child or an adult that influences their autonomy on a variety of different situations. Higher scores from 60 - 96 denote moderate to severe rejection (Rohner, 2021).

2.3.2 Coping

Coping according to Lazarus and Folkman, (1984) definition is the ability to effectively deal with distressful situations caused by internal or external stimuli. Coping works with two cognitive appraisals performed by the person concerning the perception of a threatening situation and his or her available resources to deal with it (Compas et al. 2017). High scores on each subscale problem focused coping, emotion focused coping and avoidant coping denote more prominent utilization of each coping strategy while low scores demonstrate less utilization of each coping strategy (Nissa and Siddiqui, 2020).

2.3.2.1 Problem Focused Coping. It is an action oriented coping that serves to solve problems in the practical world that can be changed (Compas et al. 2017). High scores on problem focused coping subscale denote more prominent utilization while low scores demonstrate less utilization of this coping strategy (Nissa and Siddiqui, 2020).

2.3.2.2 Emotion Focused Coping. It is an emotion based coping that serves to relieve negative affect and emotion dysregulation that occurs from unalterable or unchangeable circumstances (Moritz et al., 2016). High scores on emotion focused coping subscale denote more prominent utilization while low scores demonstrate less utilization of this coping strategy (Nissa and Siddiqui, 2020).

2.3.2.3 Avoidant Coping. It is a passive coping that avoids distressful stimuli to provide temporary relief, but does not resolve any problem (Biggs et al., 2017). High scores on avoidant coping subscale denote more prominent utilization while low scores demonstrate less utilization of this coping strategy (Nissa and Siddiqui, 2020).

2.3.3 Psychological Maladjustment

Psychological maladjustment, is defined as the emotional and psychological disturbance that occurs due to perceived rejection from in interpersonal relationships, and this maladjustment is manifested in seven personality dispositions namely, Dependence or Defensive Independence, Emotional Unresponsiveness, Hostility and Aggression, Negative Self-esteem, Negative Self-efficacy, Emotional Instability, and Negative World View (Rohner, 2021).

2.3.3.1 Hostility and Aggression. It is negative attitude toward others, encompassing feelings of animosity, denigration, and ill will. Aggression is the behavioral manifestation of hostility. Lower scores on each subscale denote psychological adjustment, while higher scores indicate moderate to severe psychological maladjustment (Rohner, 2021).

2.3.3.2 Dependence. It is the propensity of an individual to seek emotional comfort support, nurturance, and desire constant reassurance in interpersonal relationships. Lower scores on each subscale denote psychological adjustment, while higher scores indicate moderate to severe psychological maladjustment (Rohner, 2021).

2.3.3.3 Negative Self Esteem. Refers to the all-encompassing, subjective assessment of one's own value or worth that individuals make of themselves. Lower

scores on each subscale denote psychological adjustment, while higher scores indicate moderate to severe psychological maladjustment (Rohner, 2021).

2.3.3.4 Negative Self Adequacy. It refers to judgments individuals make about their own skill or capacity to fulfill the task oriented, instrumental requirements of daily life. Lower scores on each subscale denote psychological adjustment, while higher scores indicate moderate to severe psychological maladjustment (Rohner, 2021).

2.3.3.5 Emotional Instability. Strong, rapid, and occasionally abrupt shift in emotional state and mood are referred to as emotional instability. Lower scores on each subscale denote psychological adjustment, while higher scores indicate moderate to severe psychological maladjustment (Rohner, 2021).

2.3.3.6 Emotional Unresponsiveness. It is a closing off response, and emotional invulnerability as a reaction to prolonged exposure to rejection experienced from significant others. Lower scores on each subscale denote psychological adjustment, while higher scores indicate moderate to severe psychological maladjustment (Rohner, 2021).

2.3.3.7 Negative World View. It refers to an individual's general assessment of life as being fundamentally awful, unstable, dangerous, unpleasant, unpredictable, and/or full of many risks. Lower scores on each subscale denote psychological adjustment, while higher scores indicate moderate to severe psychological maladjustment (Rohner, 2021).

2.4 Assessment Protocols

In the present research following three measures along with a demographic information form, and informed consent form were used for assessment. These measures included:

1. Teacher Acceptance Rejection Questionnaire/Control short form, Urdu translated and adapted version (Malik, 2011).
2. Brief COPE Scale Coping Orientation to Problems Experience, Urdu translated and adapted version (Nissa and Siddiqui, 2020).
3. Adult Personality Assessment Questionnaire short form, Urdu translated and adapted version (Naz & Kausar, 2013).
4. Informed Consent Form Demographic information Form.

2.4.1 Teacher Acceptance Rejection/ Questionnaire (Child TARQ/Control) Short Form Urdu translated version

The TARQ/Control short-form consists of 29-items used to assess 5 types of perceived teacher rejection, and has an alpha reliability of .99 (Eikiz & Kuru, 2022). It has 5 scales to measure rejection i.e The warmth/affection scale (8 items) assesses teacher's level of affection and warmth with student. The hostility/ aggression scale (6 items) measures perceived angry and aggressive behaviors of teachers toward students. The indifference/neglect scale (6 items) measures perceived indifferent or neglectful attitude of teachers toward students. The undifferentiated/rejection scale (4 items) measures subtle unaffectionate behaviors toward student. The behavioral control scale (5 items) assesses the extent to which teachers are perceived to be permissive or strict. It measures responses on a 4-point likert scale ranging from highest 4 "Almost Always True" to lowest 1 "Almost Never True". Lower scores 24-59 indicate

acceptance, and mild perceived rejection, while higher scores from 60 - 96 denote moderate to severe rejection.

2.4.2 Brief Coping Oriented to Problems experienced COPE scale Urdu translated version

The Urdu Adapted brief COPE version of the original Lazarus and Folkman's, 1984 scale comprises 13 dimensions of coping and 25 items in total. It mainly has 3 subscales that measure problem focused coping, emotion focused coping, and avoidant coping. The alpha reliabilities of problem focused coping, emotion focused coping, and avoidant coping are .71, .66, and .67 respectively (Nissa and Siddiqui, 2020). The scale uses a 4-point likert scale design for measuring the scores which range from a minimum 0 for "I usually don't do this at all" and to a maximum 3 for "I Usually do this a lot". High scores on each subscale problem focused coping, emotion focused coping and avoidant coping denote more prominent utilization of each coping strategy while low scores demonstrate less utilization of each coping strategy.

2.4.3 Personality Assessment Questionnaire (Child PAQ) Short Form Urdu translated and adapted version

The Child Personality Assessment Questionnaire (PAQ) Short Form consists of 42-items and measures personality dispositions that are hostility and aggression (physical aggression, verbal aggression, passive aggression, and problems with the management of hostility and aggression), dependence, negative self-esteem, negative self-adequacy, emotional unresponsiveness, emotional instability, and negative worldview. The scale measures psychological maladjustment through these dispositions and maladjustment is reflected in the composite score. The Child PAQ has a Cronbach's alpha value of .83 (Rohner & Ali, 2020). Each subscale consists of 6

items, and measures responses on a 4-point likert scale ranging from highest 4 “Almost Always True” to lowest 1 “Almost Never True”. Lower scores on each subscale denote psychological adjustment, while higher scores indicate moderate to severe psychological maladjustment.

2.4.4 Informed Consent

Permission was taken from the participants and they were debriefed about the nature of the study. Participants were informed that they would have to signed the consent form before becoming part of the study.

2.4.5 Demographic information sheet

Demographic information sheet obtained information from the participants related to their gender, age, grade, school sector, and socioeconomic status.

2.5 Main Study

The main aim of this study was to determine the relationship between perceived teacher rejection, coping, and psychological maladjustment among college students. The study commenced after the success of the pilot study. A sample of 214 college students had participated in the main study.

2.6 Procedure

The research topic was approved by the competent Ethical Board Committee at the School of Professional Psychology (PP) Bahria University Islamabad E-8 Campus. Permission for the tools was sought from the authors through email, and scale usage copyright was purchased via Paypal. Colleges from different sectors were approached and their principals were contacted for permission through email and phone calls, and the official Bahria University research letter was shown as evidence

to ensure credibility of researchers. The principals, teachers, and students were debriefed at length about the nature and purpose of research before the study began. Three urdu translated scales Tecaher Acceptance and Rejection Scale (TARQ), Personality Assessment Questionnaire (PAQ), and Brief Coping Oriented to Problems Experienced (Brief COPE) were filled up by the participants, along with one demographic form, this process took approximately 20 minutes to complete.

2.7 Ethical Considerations

The participants were debriefed about the purpose and nature of the study. Participants were informed about data confidentiality, and the data obtained would be used in binary codes in SPSS software keeping the participant's identities and personal information anonymous and that only numerical data will be shared with the authorized research supervisor for analysis. Participants who consented and were interested in and willing to take part in the study were included in the study only. Participants were informed about their right to withdraw from the study without any consequences, and at any time they chose to.

CHAPTER III

RESULTS

The results were analyzed in four steps, in step I descriptive statistics for demographics of participants were calculated along with the reliability analysis and descriptive analysis of perceived teacher rejection, coping, and psychological maladjustment.

Pearson product moment correlation was conducted in step II to evaluate the relationship between teacher rejection, coping, and psychological maladjustment.

In step III, Mediation analysis was conducted using process 4.2 to evaluate the direct and indirect effects of coping (problem focused coping, emotion focused coping, and avoidant coping) on perceived teacher rejection, and psychological maladjustment.

Lastly, in step 4 Independent Sample t-test, One Way Independent ANOVA, and Post Hoc analysis were conducted to analyse the differences between gender, grade, college sectors, in perceived teacher rejection, coping, and psychological maladjustment.

3.1 Descriptive Statistics and Reliability Analysis

Descriptive statistics for demographics of participants were calculated along with the reliability analysis and descriptive analysis of perceived teacher rejection, coping, and psychological maladjustment (see table 3.1 and table 3.2).

Table 3.1

Descriptive statistics of demographics of College Students (N=214).

Variables	<i>f</i>	<i>%</i>	<i>M</i>	<i>SD</i>
Gender				
Male	90	40.9		
Female	124	56.4		
Age			17.4	.90
Grade				
1 st Year	114	51.8		
2 nd Year	100	45.5		
College				
Government	79	35.9		
Semi government	65	29.5		
Private	70	31.8		

Note. *M*=Mean, *SD*=Standard Deviation

In table (1) the demographic characteristics of college students are depicted which consist of gender both male and female (40.9%, and 56.4%), grade first year and second year (51.8%, and 45.5 %), and three different college sectors public, semi-public, and private (35.9%, 29.5%, and 31.8%) respectively.

Table 3.2

Descriptive statistics and reliability analysis of Perceived Teacher Rejection, Coping (Problem Focused Coping, Emotion Focused Coping, and Avoidant Coping), and Psychological Maladjustment among College Students.

Variables	K	M	SD	Range		α
				Potential	Actual	
Perceived Teacher Rejection	29	63.3	16.6	29-116	37-104	.92
Warmth and Affection	6	18.9	5.5	6-24	8-31	.85
Hostility and Aggression	6	10.9	4.4	6-24	6-24	.83
Indifference/Neglect	6	12.2	4.2	6-24	6-22	.80
Undifferentiated Rejection	3	8.4	2.9	4-16	4-16	.73
Control	4	12.4	2.3	5-20	7-18	.63
Coping	25	-	-	-	-	-
Problem Focused Coping	8	16.4	4.8	0-24	3-24	.82
Avoidant Coping	10	14.4	4.8	0-30	3-29	.74
Emotion Focused Coping	7	12.8	4.3	0-21	0-21	.75
Psychological Maladjustment	42	97.2	20.03	42-168	59-152	.92
Hostility and Aggression	5	13.1	3.6	6-24	7-24	.76
Dependency	6	16.2	3.7	6-24	6-24	.70
Negative Self Adequacy	6	12.2	3.9	6-24	6-23	.80
Negative Self Esteem	6	12.6	4.3	6-24	6-24	.81
Emotional Unresponsiveness	6	14.6	4.2	6-24	6-24	.74
Emotional Instability	6	15.5	4.2	6-24	6-24	.78
Negative World View	5	13.02	3.3	6-24	6-24	.77

Note: k=Item Number, M=Mean, SD=Standard Deviation, α =Chronbach's α value

Table 3.2 showcases the alpha reliability levels of scales and their subscales. Perceived teacher rejection has a good composite reliability of .92. The alpha values of perceived teacher rejection subscales are denoted respectively, with the warmth and affection subscale having the highest alpha value of .85, that is followed by hostility and aggression with alpha value .83, indifference and neglect has a reliability of .80, undifferentiated rejection alpha reliability is .73, and for control alpha reliability is .63. For the subscales of coping the reliability of subscales are as follows, problem focused coping has .82 alpha reliability, emotion focused coping has an alpha value of .75), and avoidant coping has a .74 alpha reliability. Psychological maladjustment has a composite alpha reliability of .92. The subscale reliability values are hostility and aggression at alpha value .76, dependency alpha value at .70, negative self adequacy alpha reliability is .80, emotional unresponsiveness alpha reliability is .74, emotional instability has alpha reliability of .78, negative world view has alpha reliability of .77, and negative self esteem has alpha value of .81.

3.3 Pearson Product Moment Correlation

It was hypothesized that There will be a positive relationship between perceived teacher rejection, emotion focused coping, and avoidant coping psychological maladjustment in college students. Moreover, there will be a negative relationship between problem focused coping, and psychological maladjustment in college students. Pearson product correlation was conducted to assess the relationship between perceived teacher rejection, coping, and psychological maladjustment (see in table 3.3).

Table 3.3

Pearson's correlational analysis for subscales of Perceived Teacher Rejection, Coping (Problem Focused Coping, Emotion Focused Coping, and Avoidant Coping), and Psychological Maladjustment among College Students.

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.
1. Perceived Teacher Rejection																	
2. Cold and Unaffectionate	.83***																
3. Hostile and Aggressive	.88***	.58***															
4. Indifference and Neglect	.87***	.68***	.71***														
5. Undifferentiated Rejection	.86***	.63***	.78***	.68***													
6. Control	.45***	.11	.44***	.33***	.42***												
7. Problem Focused Coping	-.35***	-.29***	-.35***	-.31***	-.33***	-.13											
8. Emotion Focused Coping	-.25***	-.25***	-.22**	-.16*	-.21**	-.10	.49***										
9. Avoidant Coping	.30***	.30***	.23***	.26***	.27***	.07	-.46***	-.17*									
10. Psychological Maladjustment	.42***	.40***	.33***	.34***	.36***	.16*	-.51***	-.36***	.70***								
11. Hostility and Aggression	.37***	.26***	.34***	.30***	.36***	.23**	-.35***	-.19**	.51***	.73***							
12. Dependency	.13	.11	.10	.09	.13	.04	-.23***	.13	.34***	.51***	.33***						
13. Negative Self Adequacy	.38***	.34***	.32***	.32***	.30***	.14*	-.52***	-.31**	.64***	.80***	.44***	.30***					
14. Negative self Esteem	.41***	.39***	.32***	.36***	.36***	.10	-.50***	-.43***	.64***	.85***	.49***	.27***	.78***				
15. Emotional Unresponsiveness	.32***	.39***	.20**	.22**	.25***	.09	-.28***	-.48***	.37***	.70***	.39***	.09	.47***	.59***			
16. Emotional Instability	.21**	.23***	.13	.16*	.18**	.06	-.33***	-.23***	.56***	.81***	.67***	.43***	.52***	.55***	.49***		
17. Negative World View	.37***	.33***	.30***	.30***	.28***	.18**	-.38***	-.27***	.55***	.72***	.45***	.23***	.52***	.61***	.48***	.44***	

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

The Pearson Product Moment Correlation analysis showed that there is a significant negative correlation between perceived teacher rejection, and avoidant coping. Similarly perceived teacher rejection has a significant positive correlation with psychological maladjustment. However, there is a significant negative correlation between perceived teacher rejection, problem focused coping and emotion focused coping. Furthermore, perceived teacher rejection subscales cold and unaffectionate, hostile and aggressive, indifference and neglect, undifferentiated rejection, and control have a significant positive correlation with avoidant coping. Similarly, perceived teacher rejection subscales cold and unaffectionate, hostile and aggressive, indifference and neglect, and undifferentiated rejection, have a significant positive correlation with psychological maladjustment subscales hostility and aggression, negative self adequacy, negative self esteem, emotional unresponsiveness, emotional instability, and negative world view. The subscale control has a significant positive correlation with negative self adequacy and negative world view.

In addition to this, perceived teacher rejection subscales cold and unaffectionate, hostile and aggressive, indifference and neglect, undifferentiated rejection, and control have a negative correlation with problem focused coping and emotion focused coping. Similarly, problem focused coping, has a significant negative correlation with psychological maladjustment subscales hostility and aggression, dependency, negative self adequacy, negative self esteem, emotional unresponsiveness, emotional instability, and negative world view. Moreover, there is a significant negative correlation between emotion focused coping and psychological maladjustment subscales hostility and aggression, negative self adequacy, negative self esteem, emotional unresponsiveness, emotional instability, and negative world view.

However, there is no significant correlation of control with, hostility and aggression, dependency, negative self esteem, emotional unresponsiveness, emotional instability. Similarly perceived teacher rejection subscale hostile and aggressive has no significant relationship with emotional instability. Moreover, emotion focused coping and dependency have no significant relationship.

3.4 Mediation Analysis

It was hypothesized that coping will mediate the relation between perceived teacher rejection, and psychological maladjustment in college students. Mediation analysis was conducted to assess the mediating role of coping between perceived teacher rejection and psychological maladjustment (See in tables 3.4, 3.5,3.6, 3.7,3.8, and 3.9).

Table 3.4

Standardized Estimates of Direct Effects for Perceived Teacher Rejection, Problem Focused Coping, and Psychological Maladjustment among College Students (N = 214).

Variables	Problem Focused Coping		Psychological Maladjustment	
	β	SE	β	SE
Teacher Rejection	-.34***	.02	.31***	.072
Problem Focused Coping	-		-.40***	.24
R^2	.13		.37	
F	6.24***		20.6***	
Covariates				
Gender	-.14	.65	.22***	2.3
Age	-.08	.44	.03	1.6
Grade	.04	.82	.05	2.9
College	.06	.39	-.03	1.4

Note. β =Coefficient value, SE = Standard Error, F = Model Fit, R^2 =Coefficient of variation.

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

Results of direct effect showed that perceived teacher rejection was found to be a significantly negative predictor of problem focused coping. Similarly, problem focused coping was found to be a significantly negative predictor of psychological maladjustment. Gender was found to be a significantly positive predictor of psychological Maladjustment.

Table 3.5

Standardized Estimates of Indirect Effects through for Perceived Teacher Rejection, Problem Focused Coping, and Psychological Maladjustment in College Students (N= 214).

Variables	Psychological Maladjustment		95% Bootstrap CI	
	β	<i>SE</i>	BootLL	BootUL
Problem Focused Coping	.16	.043	.839	.253

Note. β =Coefficient value, *SE*= Standard Error, *LL*=Lower Bound, *UL*= Upper Bound.

The results of indirect effects showed that problem focused coping was found to significantly mediate relationship between perceived teacher rejection, and psychological maladjustment which showed that decrease in perceived teacher rejection increases problem focused coping where as decrease in problem focused coping in turn increases psychological maladjustment.

Figure 3.1

Standard model of indirect effect of coping between Perceived Teacher Rejection, Problem Focused Coping and Psychological Maladjustment among College Students.

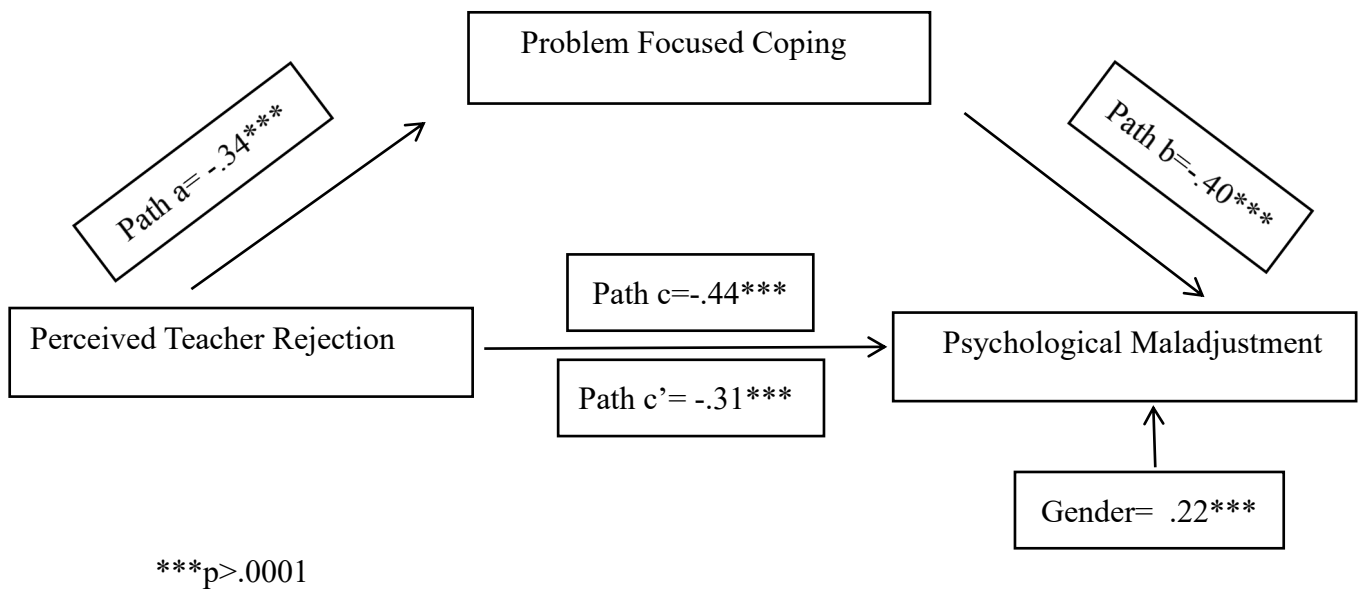


Table 3.6

Standardized Estimates of Direct Effects for Perceived Teacher Rejection, Emotion Focused Coping, and Psychological Maladjustment among college students (N=214).

Variables	Emotion Focused Coping		Psychological Maladjustment	
	β	SE	β	SE
Perceived Teacher Rejection	-.24***	.018	.38***	.074
Emotion Focused Coping	-		-.27**	.27
R^2	.25		.30	.30
F	2.7		15.07***	
Covariates				
Gender	.005	.60	.22***	2.4
Age	-.02	.41	.06	1.6
Grade	.03	.75	.04	3.0
College	-.02	.36	-.06	1.4

Note. β =Coefficient value, SE = Standard Error, F = Model Fit, R^2 =Coefficient of variation.

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

Results of direct effect showed that perceived teacher rejection was found to be a significantly negative predictor of emotion focused coping. Similarly emotion focused coping was found to be a significantly negative predictor of psychological maladjustment. Gender was found to significantly positive predict psychological maladjustment.

Table 3.7

Standardized Estimates of Indirect Effects through for Perceived Teacher Rejection, Avoidant Coping, and Psychological Maladjustment among College Students (N=214).

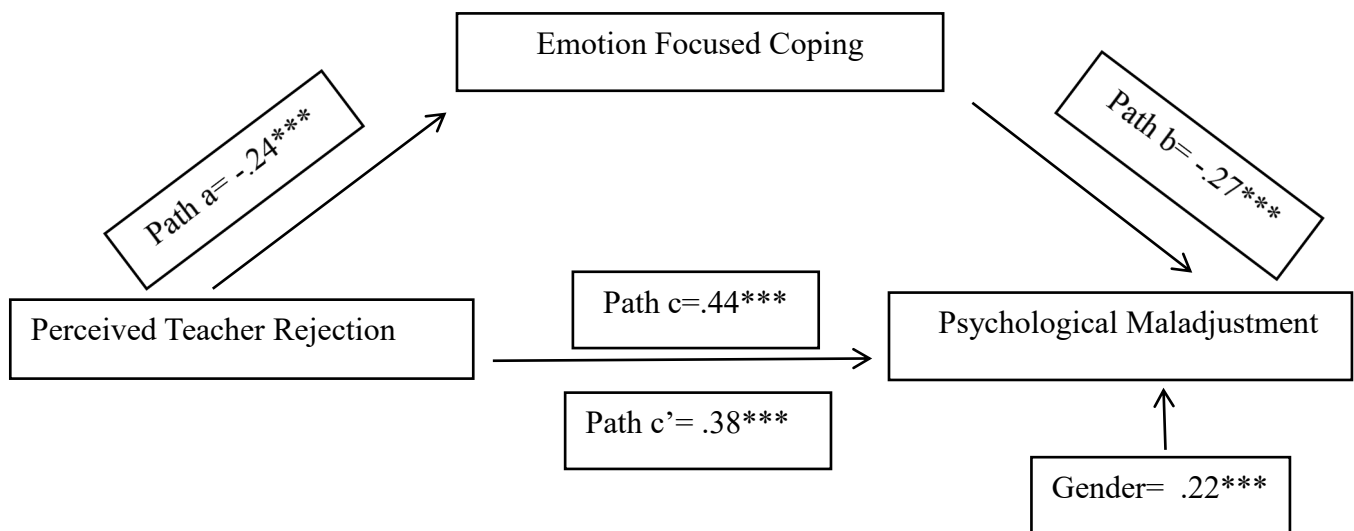
Variables	Psychological Maladjustment		95% Boot CI	
	β	SE	Boot LL	Boot UL
Emotion Focused Coping	.67	.023	.024	.11

Note. β =Coefficient value, *SE*= Standard Error, *LL*=Lower Bound, *UL*= Upper Bound.

The results of indirect effects showed that emotion focused coping was found to significantly mediate relationship between perceived teacher rejection, and psychological maladjustment which showed that decrease in perceived teacher rejection increases emotional focused coping where as decrease in emotional focused coping in turn increases psychological maladjustment.

Figure 3.2

Standard model of indirect effect of coping between Perceived Teacher Rejection, Emotion Focused Coping and Psychological Maladjustment among College Students.



*** $p > .0001$

Table 3.8

Standardized Estimates of Direct Effects for Perceived Teacher Rejection, Avoidant Coping, and Psychological Maladjustment among College Students (N=214).

Variables	Avoidant Coping		Psychological Maladjustment	
	β	SE	β	SE
Perceived Teacher Rejection	.32***	.023	.25***	.061
Avoidant Coping	-		.61***	.18
R^2	.16		.55	.55
F	7.9***		42.5***	
Covariates				
Gender	.25***	.76	.07	2.0
Age	.09	.52	.008	1.3
Grade	.05	.96	-.003	2.4
College	-.95	.46	-.004	1.1

Note. β =Coefficient value, SE = Standard Error, F = Model Fit, R^2 =Coefficient of variation.

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

Results of direct effect showed that perceived teacher rejection was found to be a significantly positive predictor of avoidant coping. Similarly avoidant coping was found to be a significantly positive predictor of psychological maladjustment. Gender was found to be a significantly positive predictor of avoidant coping.

Table 3.9

Standardized Estimates of Indirect Effects through for Perceived Teacher Rejection, Avoidant Coping, and Psychological Maladjustment among College Students (N=214).

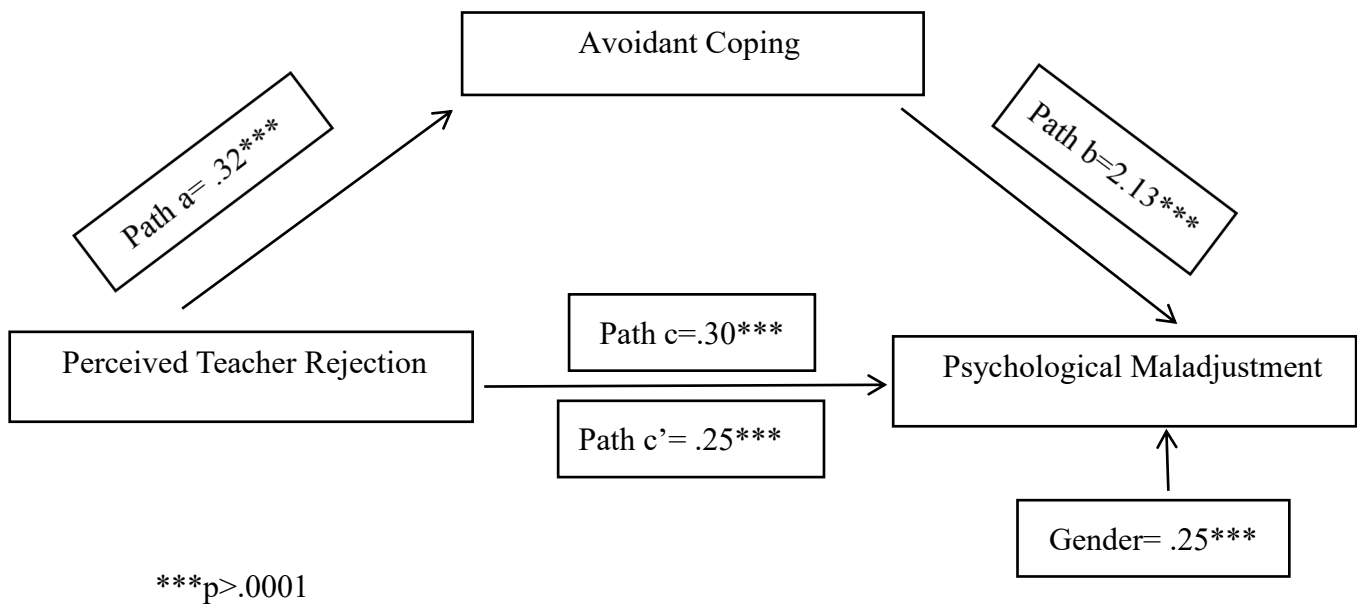
Variables	Psychological Maladjustment		95% Bootstrap CI	
	β	SE	Boot LL	Boot UL
Avoidant Coping	.19	.05	.109	.287

Note. β =Coefficient value, SE= Standard Error, LL=Lower Bound, UL= Upper Bound.

The results of indirect effects showed that avoidant coping was found to significantly mediate relationship between perceived teacher rejection, and psychological maladjustment which showed that increase in perceived teacher rejection increases avoidant coping where as increase in avoidant coping in turn increases psychological maladjustment.

Figure 3.3

Standard model of indirect effect of coping between Perceived Teacher Rejection, Avoidant Coping and Psychological Maladjustment among College Students.



3.10 Independent samples t-test

It was hypothesized that there will be gender differences in psychological maladjustment. Independent samples t-test was conducted to assess the differences between gender and grade on psychological maladjustment (see tables 3.10, and 3.11).

Table 3.10

Independent Sample t test across gender on Perceived Teacher Rejection, Coping (Problem Focused Coping, Emotion Focused Coping), and Psychological Maladjustment among College Students (N= 214).

Variables	Male		Female		<i>t</i> (212)	<i>p</i>	Cohen's <i>d</i>
	(n=124)		(n=214)				
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Perceived Teacher Rejection	66.06	16.07	61.32	16.67	2.08	.038	.289
Problem Focused Coping	16.17	5.14	16.54	4.60	-.541	.589	-.75
Emotion Focused Coping	12.65	4.12	12.98	4.42	-.551	.582	-.76
Avoidant Coping	13.25	5.64	15.31	5.70	-2.61	.009	-.363
Psychological Maladjustment	93.8	19.5	99.8	20.1	-2.1	.030	.302

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

The assumption homogeneity of variance was found to be met ($F=.429$, $p >.05$). The result of the Independent Samples t-test showed that there were significant gender differences in perceived teacher rejection. Male college students reported more perceived teacher rejection on average than female college students, with small effect size. For avoidant coping the results showed that the assumption homogeneity of variance was found to be met ($F=2.26$, $p >.05$). There was a significant gender difference in avoidant coping where female college students tended

to use more avoidant coping than male college students with small effect size. Moreover, for psychological maladjustment the assumption homogeneity of variance was found to be met ($F=.010, p >.05$). There was a significant gender difference in psychological maladjustment where female college students reported more psychological maladjustment than male college students, with small effect size. Furthermore, the assumption homogeneity of variances were found to be met for both problem focused coping ($F=2.26, p >.05$) and emotion focused coping ($F=.127, p >.05$). However, there were no significant gender differences found in problem focused coping, and emotion focused coping in college students.

Table 3.11

Independent Sample t test across Grade on Perceived Teacher Rejection, Coping (Problem Focused Coping, Emotion Focused Coping, and Avoidant Coping), and Psychological Maladjustment among College Students (N= 214).

Variables	First Year		Second Year		<i>t</i> (212)	<i>p</i>	Cohen's <i>d</i>
	<i>(n=114)</i>		<i>(n=100)</i>				
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Perceived Teacher Rejection	64.4	16.6	62.0	16.5	1.0	.29	.14
Problem Focused Coping	16.2	4.8	16.6	4.9	-.57	.56	-.07
Emotion Focused Coping	12.7	4.2	12.9	4.4	-.42	.67	-.05
Avoidant Coping	14.3	5.4	14.6	6.1	-.38	.70	-.05
Psychological Maladjustment	97.5	17.1	96.9	22.9	.20	.84	.02

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

Note. *SD*= Standard Deviation, *M*=Mean, *p*=Significance.

The assumption homogeneity of variance was found to be met ($F=.295, p >.05$). There was no significant grade differences in perceived teacher rejection. For problem focused coping the assumption homogeneity of variance was found to be met ($F=.004, p >.05$), and there was no significant difference in problem focused coping across grade. Moreover, for emotion focused coping the assumption homogeneity of variance was found to be met ($F=.014, p >.05$), while there was no significant difference in emotion focused coping found across grade. Similarly, the assumption homogeneity of variance was found to be met ($F=1.95, p >.05$) for avoidant coping, however no significant difference was found avoidant focused coping across grade. For psychological maladjustment the assumption homogeneity of variance was not found to be met ($F= 10.9, p <.05$), however no significant difference was in psychological maladjustment across grade.

3.12 One-way independent measures ANOVA Analysis

It was hypothesized that there will be college sector differences in psychological maladjustment. One-way independent measures ANOVA Analysis was conducted to assess the differences between private, semi-public, and public sector college students in psychological maladjustment (see table 3.12).

Table 3.12

Mean, Standard Deviations, and One-Way Analysis of Variance on Perceived Teacher Rejection, Coping (Problem Focused Coping, Emotion Focused Coping, and Avoidant Coping), and Psychological Maladjustment among College Students (N= 214).

Variables	<i>Public</i>		<i>Semi-public</i>		<i>Private</i>		<i>F</i> (2,211)	<i>p</i>	<i>η</i> ²
	<i>n= 79</i>		<i>n= 65</i>		<i>n= 70</i>				
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Perceived Teacher Rejection	67.1	18.8	62.1	14.7	60.1	14.6	3.64	.028	.033
Problem Focused Coping	15.7	5.09	16.4	4.9	17.08	4.4	1.46	.234	.014
Emotion Focused Coping	13.1	4.2	11.9	4.3	13.4	4.2	2.32	.100	.022
Avoidant Coping	15.4	5.8	13.83	5.8	13.87	5.5	1.98	.120	.018
Psychological Maladjustment	99.52	21.9	98.46	17.9	93.6	19.3	1.75	.176	.016

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

Note. *SD*=Standard deviation, *M*=mean, *p*=significance, *η*²=partial eta squared.

The result from one-way Analysis of Variance showed a significant relationship between perceived teacher rejection in students from private sector colleges and students from public sector colleges. Students from public college sector experience higher levels of teacher rejection than students of private sector colleges. There is no significant relationship found in psychological maladjustment, problem focused coping, emotion focused coping and avoidant coping with any of the public, semi-public, and private college sectors.

3.13 Post Hoc Analysis

A Post Hoc analysis was conducted to assess the pair wise comparison between public, semi-public, and private college sectors in perceived teacher rejection (see in table 3.13).

Table 3.13

Pair-wise comparison of College Sector (Public, Semi-public, and Private) in terms of Perceived Teacher Rejection among College Students (N=214).

Dependent Variable	Pair of Assessment		MD	p	95% CI	
					LB	UB
Perceived Teacher Rejection	Public	Semi-public	4.94	.200	-1.63	11.52
	Public	Private	7.01	.028	.557	13.47
	Semi-public	Public	-4.94	.200	-11.5	1.63
	Semi-public	Private	2.06	.845	-4.70	8.84
	Private	Public	-.701	.028	-13.47	-.557
	Private	Semi-public	-2.06	.845	-8.84	4.70

Note. MD= Mean Deviation, p= Significance, CI= Confidence Interval

The pairwise comparison reveals there is a significant difference between public sector and private sector college students in perceived teacher rejection. This means that college students in public sectors experience more perceived teacher rejection than private sector college students. On the contrary, there was no significant difference found in the public, and semi-public pair which suggests that perceived teacher rejection is same in the both college sectors. In semi-public, and private sector pair the difference in perceived teacher rejection was non-significant indicating that perceived teacher rejection is same in both sectors.

3.14 Summary of Results

- Pearson Product Moment Correlation showed that there was a positive relationship between perceived teacher rejection and its subscales (cold and unaffectionate, hostile and aggressive, indifference and neglect, undifferentiated rejection, and control) with avoidant coping, and psychological maladjustment and its subscales (hostility and aggression, dependency, negative self adequacy, negative self esteem, emotional unresponsiveness, emotional instability, and negative world view). Moreover, there was a negative relationship between problem focused coping, and psychological maladjustment and its subscales (hostility and aggression, dependency, negative self adequacy, negative self esteem, emotional unresponsiveness, emotional instability, and negative world view) in college students.
- Mediation analysis showed that problem focused coping, emotion focused coping, and avoidant coping partially mediated the relationship between perceived teacher rejection mediate the relation between perceived teacher rejection, and psychological maladjustment in college students. Perceived teacher rejection was a significant negative predictor of problem focused coping, and emotion focused coping while problem focused coping, and emotion focused were significant negative predictors of psychological maladjustment. Meaning that increase in perceived teacher rejection, decreases problem focused coping, and emotion focused coping while increase in problem focused coping, and emotion focused coping decreases psychological maladjustment. While perceived teacher rejection was a significant positive predictor of avoidant coping, while avoidant coping was a significant positive predictor of psychological coping. Meaning that

increase in perceived teacher rejection increases avoidant coping, while increase in avoidant coping increases psychological maladjustment.

- The result of the Independent Samples t-test showed that there were significant gender differences in perceived teacher rejection. Male college students reported more perceived teacher rejection on average than female college students, with small effect size. There was a significant gender difference in avoidant coping where female college students tended to use more avoidant coping than male college students with small effect size. Moreover, there was a significant gender difference in psychological maladjustment where female college students reported more psychological maladjustment than male college students. However, there were no significant gender differences found in problem focused coping, and emotion focused coping. Moreover, there was no significant difference in problem focused coping across grade. Moreover, there was no significant difference in emotion focused coping found across grade. There was no significant difference in avoidant focused coping across grade. There was no significant difference was in psychological maladjustment across grade.
- One-way independent measures ANOVA analysis showed that there were significant differences in psychological maladjustment across college sectors, where female college students reported more psychological maladjustment than male college students.
- Post Hoc analysis was conducted to assess the pair wise comparison between public, semi-public, and private college sectors in perceived teacher rejection. The pairwise comparison reveals there is a significant difference between public sector and private sector college students in perceived teacher rejection. This

means that college students in public sectors experience more perceived teacher rejection than private sector college students. On the contrary, there was no significant difference found in the public, and semi-public pair which suggests that perceived teacher rejection is same in the both college sectors. In semi-public, and private sector pair the difference in perceived teacher rejection was non-significant indicating that perceived teacher rejection is same in both sectors.

CHAPTER IV**DISCUSSION**

The current study was conducted in two folds, in the first fold of the study, the relationship between perceived teacher rejection, coping and psychological maladjustment was investigated. In the second fold the mediating role of coping was investigated between perceived teacher rejection, and psychological maladjustment. The findings of the study are discussed at length in the light of the present literature.

The study hypothesized that there would be a positive relationship between perceived teacher rejection and psychological maladjustment. It was revealed in the findings that both perceived teacher rejection and psychological maladjustment have a positively established relationship. In one meta-analysis study conducted by Ali et al. (2015) among school students revealed that students who perceive their teachers as being accepting have good psychological adjustment, i.e. the positive perception of teachers by students has an impact on the student's psychological well-being making them psychologically healthy and adjusted over all. Similarly, findings of another study reveal that both children and adults who experience multiple rejection i.e. perceived rejection from father, mother, and teachers tend to develop moderate to severe levels of psychological maladjustment (Khaleque, 2021). Moreover, another study provides evidence that negative teacher-student relationships in which teachers neglect the basic psychological needs of their students significantly impacts the psychological adjustment of the student (Obdennaker, 2021). Similarly another study on 223 fifth grade students showed that there is a significant correlation between positive perception of teachers and attitude toward school, moreover students who perceive their teachers to be accepting have a better self-concept (Erkman et al., 2010). In addition to this, another study explored the teacher-student relationship

alongside parent-child relationships in a sample of 205 Kuwaiti middle school students, and significant positive correlation was found between perceived teacher and parental acceptance and psychological adjustment in students (Rohner et al., 2010) .

The second hypothesis stated that there will be a negative relationship between problem focused coping, and psychological maladjustment. It was revealed in the findings that this negative relationship was indeed established. The literature at hand supports these findings, for instance in an intervention based study it was revealed that children who are given problem focused coping skills training tend to have better psychological adjustment in comparison to those who are not taught this type of adaptive coping (Thilagavathi et al., 2022). Furthermore, more evidence is seen in favour of problem focused coping as being an adaptive coping strategy in one study by Khait et al. (2024) both psychological and emotional distress were seen to have a negative relationship with problem focused coping which ultimately lead to increased psychological adjustment.

Moreover, problem focused coping is also shown to have a strong association with psychological well-being leading to positive outcomes on psychological adjustment(Wang et al., 2022). Similarly, problem focused coping strategies were shown to significantly decrease emotional exhaustion, psychological distress, and burnout symptoms in medical school students (Ogoma, 2020). In addition to this, in another study conducted by Chinaveh (2013) on Iranian college students, it was revealed that when students are taught problem focused coping skills their levels of psychological adjustment significantly increases in comparison to those who are not taught problem focused coping skills.

Moreover, it was also hypothesized that emotion focused coping will have a positive association with psychological maladjustment, however a negative relationship was found according to the current study. The literature at hand definitely argues in favour of emotion focused coping as an adaptive coping strategy in difficult circumstances and this aligns with the findings of the current study. For instance, it is argued in a study conducted by Shin et al., (2014) that certain components of emotion focused coping such as social support seeking, religious coping, and reappraisal, were found to have a negative affiliation with negative burnout symptoms i.e. emotion focused coping significantly reduced negative affect symptoms resulting from burnout and stress. This emphasizes the importance of emotion focused coping as an adaptive coping strategy for good psychological adjustment.

Another study conducted by Pamungkas et al., (2023) revealed that individuals who use emotion focused coping strategies tend to have higher family/social support, this is due to the fact that seeking social support is a component of emotion focused coping that helps deal with psychological distress (Pamungkas et al., 2023). Furthermore, when psychological distress or maladjustment arises due to a stressor emotional dysregulation is also a standing problem that must be solved to deal with an individual's internal state, here positive emotion focused coping is seen to help regulate emotions and decrease psychological maladjustment (Stanisławski, 2019).

Moreover, it is even argued within the original transactional theory of coping that emotion focused coping is an adaptive coping strategy (Briggs et al., 2017) when it is utilized in the correct context, for instance situations that usually can not be practically solved through action or are beyond control, can be dealt with emotional support and acceptance. Emotional expression and release alongside other components of emotion focused coping including social support seeking, and

religious coping are also useful coping strategies when the stressors is unfixable (Biggs et al., 2017).

Furthermore, avoidant coping and psychological maladjustment were hypothesized to have a positive relationship, and this positive relationship was found to be established in the current study. Similarly in a study conducted by Bagget et al., (2020) it was found that avoidant coping has positive association with symptoms of psychopathology i.e individuals who used avoidant coping to deal with distress have higher levels of psychological maladjustment. In addition to this, individuals who use maladaptive coping strategies like avoidant coping tended to experience higher levels of psychological distress including both symptoms of depression and anxiety, which ultimately leads to the individuals being psychologically maladjusted (Allen, 2021).

Moreover, in another study it was revealed that individuals who are psychologically maladjusted and experience more stress and depression were those who frequently used avoidant coping to deal with everyday situations in their lives (Nordin et al., 2022). Avoidant coping is a maladaptive form of coping that has adverse psychological outcomes associated with it, it was even found that the presence of avoidant coping significantly increased both psychological and emotional distress experienced by individuals, henceforth this strategy has a direct association with psychological maladjustment (Khait et al., 2024).

Similarly, there is a strong association between anxiety, and the use of avoidant coping strategies, participants who use such maladaptive coping also report to experience higher levels of anxiety (Ribadier & Varescon, 2019). Similarly, another study argues that adolescents and children who engage in avoidant coping, denial, and suppression of emotions tend to have increased levels of psychopathological manifestations and are psychologically maladjusted (Compas et al. 2017).

Further more it was hypothesized in the study that problem focused coping would mediate the relationship between perceived teacher rejection and psychological maladjustment. It was revealed in the findings that problem focused coping mediated the relationship between perceived teacher rejection and psychological maladjustment. Which indicates that as perceived teacher rejection increases so does problem focused coping which in turn reduces psychological maladjustment.

There is evidence in favour of this finding where perceived rejection in rejection sensitive college students gives rise to problem focused coping, and this adaptive coping strategy significantly reduces the psychological and emotional distress that occurs due to perceived rejection (Khaled, 2021;Woo et al., 2023). Furthermore, numerous studies have shown that the utilization of problem focused coping to actively resolve situations is linked with better mental health, less psychological distress, emotional well-being and higher quality of life and satisfaction as it serves to reduce psychological maladjustment (Khait et al., 2024).

In addition to this it was also hypothesized that emotion focused coping would mediate the relationship between perceived teacher rejection, and psychological maladjustment. Emotion focused coping was found to mediate the relationship between perceived teacher rejection and psychological maladjustment in this current study. The finding denotes that an increase in perceived teacher rejection gives rise to emotion focused coping and this in turn reduces psychological maladjustment.

Similarly, the present literature reveals that rejection perceived in interpersonal relationship leads to affective coping which is an emotion-oriented coping, and similarly in another study the certain aspects of this emotion focused coping like emotional expression, seeking social support, and the acceptance of circumstances helps ward off negative emotions and distress, henceforth decreasing psychological

maladjustment (Briggs et al., 2017; Pamungkas et al., 2023; Rohner 2019) .

Furthermore, according to the interpersonal acceptance rejection personality sub-theory perceived rejection from any significant other i.e a teacher can result in emotional instability which is a disposition of psychological maladjustment, moreover another study showed that positive emotion focused coping has shown to help regulate emotional instability and reduce distress (Rohner, 2021; Stanislavsky, 2019). Similarly, the interpersonal acceptance rejection coping sub-theory states that the use of affective coping which is an emotion-oriented coping has shown to decrease psychological maladjustment in individuals who have experienced perceived interpersonal rejection (Rohner, 2021).

Moreover it was hypothesized that avoidant coping would mediate the relationship between perceived teacher rejection and psychological maladjustment. According to the study findings avoidant coping was shown to mediate the relationship between teacher rejection and psychological maladjustment. This means that perceived teacher rejection leads to an increase in avoidant coping and avoidant coping in turn increases psychological maladjustment.

Recent literature provides evidence in this regard, for instance in one study perceived rejection is linked with the use of maladaptive coping like avoidant coping, similarly another study states that avoidant coping arises after experiencing rejection. In addition to this, other studies reveal that this avoidant coping in turn significantly aggravates psychological and emotional distress and mental health outcomes like depression, moreover avoidant coping even tends to increase severity levels of psychological maladjustment (Khaled, 2021).

The research findings revealed that there are gender differences in avoidant coping i.e. female college students used avoidant focused coping more than male

college students. This finding is supported in recent literature, for instance, in one study conducted on university students it was revealed that women were more likely to use avoidant coping than men, when they are faced with stressful situations. (Vacchi et al., 2024). Similarly, the research findings also revealed that there are gender differences in the levels of psychological maladjustment in both genders, where female college students experience slightly higher levels of psychological maladjustment in comparison to male college students. These findings are evidenced in previous researches as well, in one study on levels of neuroticism in college students it was revealed that male college students reported lesser levels of neuroticism on average than female college students. The trait of neuroticism is associated with higher propensity for negative affect, anxiety, depression, stress and emotional instability (Djudiyah et al., 2016).

Hence, there will be more psychological maladjustment than adjustment in female college students. Another study stated in its findings on emotional instability between men and women that men tend to be more emotionally stable in general than women (Wani et al., 2016). Hence, it is reasonable to assume in the light of previous literature and current findings, that females tend to experience more psychological maladjustment than males. Findings of another paper reveal that in college students the propensity toward negative outcomes related to psychological distress and maladjustment is higher in female students than it is in male students (Yang et al., 2024).

Moreover, the findings also reveal a difference in levels of perceived teacher rejection between public sector and private sector college students showing that students in the public sector perceive higher levels of teacher rejection in comparison to college students in the private sector, however no significant findings were

revealed within Semi-government sector colleges. In a research paper by Kumar (2019), private school students were shown to have better mental health in comparison to public school students, this was speculated due to the fact that public schools offer better teaching facilities and environments to cater for their students than those offered to public sector schools. A better environment offered both academically and facility wise may argue that private students have an overall positive perception regarding their school and their teachers. This does support the findings of this current study.

4.1 Conclusion

The findings of the current study reveal that college students who experience perceived teacher rejection tend to use different coping strategies to deal with the resulting psychological maladjustment. College students who use problem focused coping and emotion focused coping are psychologically adjusted while those who use avoidant coping are psychologically maladjusted. Moreover, coping acts as a mediator between teacher rejection, and psychological maladjustment establishing a positive or negative connection between them.

4.2 Limitations

- The study dealt with its own set of obstacles and challenges, for instance availability of college students was scarce due to their pre-board, and board examinations being underway. This made the students reluctant to fill out the questionnaires and participate in the study, also leading to a much slower data collection process than originally anticipated.
- In addition to this, students were not present in their conventional classroom settings, with the presence of their teachers which made it difficult to locate them and gain their consent. Usually students were scattered in different academies for

their exam preparations, and gaining access and permission from numerous academy heads was difficult.

- The research did not study factors such as the gender of the teacher, which may have an influence on how students perceive rejection from their teacher. Female teachers tend to be more nurturing in general, while males may express more strict behaviors.
- Moreover, college students from A/O levels were not included in the study, A/O levels teachers may have different relationships with their students altogether considering the environment differences in different education sectors. It would be an important area for study in future researches.

4.3 Implications

- The findings of this research can offer many implications within the practical world. Firstly, it reveals the need for psychological intervention in college students and one useful intervention may be improving the coping strategies of college students. This approach in counselling or intervention can help them to promote their psychological adjustment and offer good mental health in the long run as students can effectively learn how to deal with difficult circumstances.
- The research also emphasizes the need for counselling programs in Pakistani colleges, the available counselling offered to college students in Pakistan and career counselling yet counselling concerning their mental and emotional well-being is not available.
- Inculcating counselling or mental health practices at this particular transitional age of college students can help them improve their mental health significantly not only in the present but also avoid negative mental health problems in their

adulthood. Henceforth, counselors and therapists can produce great improvement in the mental well-being of college students.

- Furthermore, educationists and teachers can create more accepting and warm relationships with their students to ensure their overall mental health. Teachers can be taught to develop positive attitudes, behaviors and better communication patterns which promote an warm and productive classroom environment.

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Appendix A
Permission Letter for Ddata Collection



Bahria University
Discovering Knowledge

February 13, 2024

TO WHOM IT MAY CONCERN

REQUEST FOR DATA COLLECTION

It is stated that **Ms. Kainat Ali** Enrollment No. 01-275222-009 is a student of MS Clinical Psychology Bahria University Islamabad Campus conducting research on "**Perceived Teacher Rejection, Psychological Maladjustment and Coping among College Students: Efficacy of Recovery from Rejection Intervention**" under supervision of undersigned. It is requested that kindly allow her to collect the data from your esteemed institution.

Regards,

Dr. M. Faran
Assistant Professor
Bahria School of Professional Psychology
Bahria University
E-8 Islamabad

Bahria School of Professional Psychology Shangrilla Road E-8 Islamabad
Tel: 051-9260002 Ext. No. 1406 Fax: 051-9260889

Appendix B
Author Permissions

← 📅 ⌚ 🗑️ 📧 📎 ⋮

Rohner, Ronald P. <r.rohner@uconn.edu> Feb 16, 2024, 8:11 PM ☆ 😊 ↶ ⋮

to Farah, me ▾

Hello Kainat,

Thank you for your payment. Unfortunately, we do not have an Urdu translation of the TARQ. Please cooperate with Prof. Dr. Farah Malik (cc) to create a translation. Then please send the translation to us for archival in the Rohner Center.

After collecting data from respondents, to score the measures, go to <http://parscore6.appspot.com> and using a Gmail account (we are hosted on the Google cloud), register your project. Answer all questions in affirmative. You will then be ready to score. Use the following protocol to enter item scores:

Numerical Scoring. Record the numerical score for each response as follows:

Almost Always	Sometimes	Rarely	Almost Never
True	True	True	True
4	3	2	1

The scoring program does all reverse-scoring for you, as well as computes for missing data. [This email serves as copyright release.](#) Please do not share these materials with any third party. Measures copyrighted by Rohner Research Publications may never be published in full or made publicly available in other ways. . [Do not include any measure in its entirety in a PhD dissertation, Bachelors or Masters, or MPhil thesis. A footnote in any writing may say "The full-text measure is removed because of international copyrights. If you would like to access the full measure, please contact Rohner Research Publications at <https://rohnerresearchpublications.com>".](#)

I hope this email is useful to you. [Please save it for future reference in scoring.](#) **Please send the results of your work to us for archival in the Rohner Center.**

Warm regards,

Nancy
Nancy D. Rohner



Asma Nisa <asmanisa55@nustedupk0.onmicrosoft.com>

to Salma, me ▾

Fri, Feb 23, 12:38 PM



Dear Kamat,

We are glad for your interest in using the Brief COPE-Urdu scale.

Attached, please find the Brief COPE-Urdu scale, along with scale properties including reliability and scoring instructions. We would be interested in learning the findings of your study.

All the best for your research work.

Best,

Asma Nisa, MS Clinical Psychology.
Doctoral Scholar,
Department of Behavioral Sciences,
School of Social Sciences and Humanities.
National University of Sciences and Technology,
Islamabad, Pakistan.
<http://www.nust.edu.pk>

From: Dr. Salma Siddiqui <salmasiddiqui@s3h.nust.edu.pk>

Sent: Friday, February 23, 2024 12:27:22 PM

To: Asma Nisa <asmanisa55@nustedupk0.onmicrosoft.com>

Cc: kainata216@gmail.com <kainata216@gmail.com>

Subject: FW: Requesting Permission and access for Brief Cope scale Urdu Adaptation



Appendix C
Assessment Protocols

تحقیق شرکت کنندگان کیلئے معلوماتی شیٹ

میں کائنات علی ہوں، اور میرا تعلق بحریہ بنیورسٹی اسلام آباد سے ہے۔ میں ایم۔ ایس کلینکل سائیکولوجی کی طلبہ ہوں۔ یہ ریسرچ میرے تحقیقی مقالہ (Thesis) کا حصہ ہے جو اساتذہ کے طلباء کے ساتھ روئے اور طلباء پر اسکے نفسیاتی اثرات کو سمجھنے کے لیے بنائی گئی ہے۔

تحقیق کا مقصد

1. اس تحقیق کا مقصد یہ جاننا ہے کہ طلباء کی نفسیاتی صحت پر اساتذہ کا کیا کردار ہے اور طلباء اس سے کیسے نمٹتے ہیں۔
2. اس مقصد کو پورا کرنے کے لیے کچھ سوالنامے ترتیب دیئے گئے ہیں جو آپ کو دیئے جائیں گے ان کی مدد سے معلومات فراہم کرنی ہیں۔ حاصل کردہ معلومات کو باقی شرکت کنندگان کی معلومات کے ساتھ ملا کر استعمال کیا جائے گا۔
3. ان معلومات کا تجزیہ شماریاتی کمپیوٹر کے پروگرام کی مدد سے کیا جائے گا جس میں کسی بھی شرکت کنندہ کی شناخت ظاہر نہیں ہوگی۔

حقوق

یہ آپ کی مرضی پر منحصر ہے کہ آپ اس تحقیق میں شامل ہوں۔ آپ سوالنامے کو بغیر کسی وجہ کے کسی بھی وقت چھوڑ سکتے ہیں۔ ہم آپ سے حاصل کی جانے والی معلومات کو صیغہ راز میں رکھنے کے پابند ہیں مگر آپ کی بہتری یا کسی قسم کی رہنمائی کے لیے اگر یہ معلومات آپ کو درکار ہوں تو آپ تحقیق کنندہ سے رابطہ کر سکتے ہیں۔ آپ سے درخواست ہے کہ آپ اس تحقیق میں ضرور شرکت کریں، آپ کی شرکت سے بہت اہم معلومات حاصل ہو سکتی ہے۔

رابطہ کے لیے ایڈریس

سپروائزر

ڈاکٹر محمد فاران

Mfaran.buic@bahria.edu.pk

سٹوڈنٹ

کائنات علی

kainata216@gmail.com

نامہ اجازت

میں _____ تصدیق کرتا/کرتی ہوں کہ مجھے موجودہ ریسرچ/تحقیق کے مقاصد اور نوعیت سے آگاہ کر دیا گیا ہے۔

تاریخ _____

شرکت کنندہ کے دستخط _____

ذاتی کوائف کا نامہ

مندرجہ ذیل معلومات کو مکمل کیجیئے۔

جنس : _____

عمر : _____

جمعات : _____

کالج کا نام : _____

معاشرتی معیشتی :

لوئر

لوئر مٹل

اپر مٹل

اپر

رابطہ نمبر : _____

**Child Teacher Acceptance-Rejection/Control Questionnaire
(Short Form)**

نام یا شناختی نمبر..... تاریخ.....

اس سوالنامے میں کچھ ایسے بیانات ہیں جو اس رویے پر مبنی ہیں جو عام طور پر استاد اپنے طلبہ کے ساتھ روا رکھتے ہیں۔ آپ سے گزارش ہے کہ آپ ہر جملے کے متعلق سوچیں کہ آپ کا/ کی استاد آپ کے ساتھ کیسا برتاؤ کرتا/ کرتی ہے اور اس کے رویے کے متعلق کونسا جملہ بالکل درست ہے۔ اگر بیان بالکل ویسا ہی ہے جیسا کہ آپ کا/ کی استاد آپ کے ساتھ برتاؤ کرتا/ کرتی ہے تو اپنے آپ سے پوچھیں؟

کیا یہ ہمیشہ صحیح ہوتا ہے؟ یا یہ کبھی بھلا صحیح ہے؟

اگر آپ سوچیں کہ آپ کا/ کی استاد ہمیشہ آپ کے ساتھ ایسا ہی برتاؤ کرتا/ کرتی ہے تو ”بالکل درست“ والے خانے میں (X) لگا دیں۔ اگر بیان کبھی بھلا صحیح ہے تو ”کسی حد تک درست“ والے خانے میں (X) لگا دیں۔ اگر آپ محسوس کریں کہ بیان بنیادی طور پر آپ کے بارے میں غلط ہے تو اپنے آپ سے پوچھیں؟

کیا یہ بیان ہمیشہ غلط ہے؟ یا یہ کبھی بھلا غلط ہے؟

اگر یہ بیان کبھی بھلا غلط ہے تو ”کسی حد تک غلط“ والے خانے میں (X) لگا دیں۔ اگر یہ تقریباً ہمیشہ ہی غلط ہے تو ”بالکل غلط“ والے خانے میں (X) لگا دیں۔

یاد رکھیں کسی بھی بیان کا جواب صحیح یا غلط نہیں ہے۔ مہربانی سے سچا جواب دیں۔ ہر بیان کا جواب سوچ سمجھ کر دیں اور یہ واضح کرنے کی کوشش کریں کہ اصل میں کیا ہوتا ہے۔ مثلاً اگر آپ کا/ کی استاد جب بھی آپ کچھ اچھا کرتے ہیں تقریباً ہمیشہ مسکراتا/ مسکراتی اور خوش ہوتا/ ہوتی ہے تو آپ اس طرح نشان لگائیں۔

میرے استاد یا ٹیچر کے متعلق درست نہیں ہے		میرے استاد یا ٹیچر کے متعلق درست ہے		میرا/ میری استاد یا ٹیچر
کسی حد تک غلط	کسی حد تک غلط	کسی حد تک درست	بالکل درست	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	میرے اچھا کام کرنے پر خوش ہو کر مسکراتا/ مسکراتی ہے

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Translated March 2011 by

Farah Malik

Department of Psychology,

GC University, Lahore

Adult PAQ: Personality Assessment Questionnaire (Short Form)

شخصیت کی جانچ کا سوالنامہ

مندرجہ ذیل صفحات چند بیانات پر مشتمل ہیں۔ جو کہ بیان کرتے ہیں کہ مختلف لوگ اپنے بارے میں کس طرح محسوس کرتے ہیں۔ ہر بیان کو غور سے پڑھیں اور یہ بتائیں کہ یہ آپ پر کس حد تک لاگو ہوتا ہے۔ ہر بیان کیلئے وہ جواب دیں جو فوراً آپ کے ذہن میں آئے پھر اگلے بیان پر چلے جائیں کسی بھی بیان پر زیادہ وقت نہ لگائیں ہر بیان کے بعد چار لکیریں کھینچی گئی ہیں۔ اگر بیان آپ کے بارے میں حقیقت میں درست ہے تو پھر اپنے آپ سے سوال کریں۔ ”کیا یہ تقریباً ہمیشہ صحیح ہے؟“ یا ”کیا یہ صرف بعض اوقات صحیح ہے؟“ اگر آپ کو لگے کہ یہ بیان تقریباً ہمیشہ صحیح ہے تو ”تقریباً ہمیشہ صحیح“ والی لکیر پر X لگائیں اگر آپ کو یہ لگے کہ یہ بیان صرف ”بعض اوقات صحیح“ ہے تو ”بعض اوقات صحیح“ پر نشان لگائیں۔

اگر آپ کو لگے کہ یہ بیان درحقیقت آپ کے لیے صحیح نہیں ہے تو پھر اپنے آپ سے یہ سوال کریں ”کیا یہ ”بہت کم صحیح ہے؟“ یا ”کیا یہ تقریباً کبھی نہیں صحیح ہے؟“ اگر یہ ”بہت کم صحیح“ ہے تو ”بہت کم صحیح“ والی لکیر پر X کا نشان لگائیں اگر آپ کو یہ لگے کہ یہ بیان ”تقریباً کبھی نہیں“ ہے تو ”تقریباً کبھی نہیں“ پر نشان لگائیں۔ یاد رکھیں کہ کسی بھی بیان کے لیے کوئی صحیح یا غلط جواب نہیں ہے اس لیے جتنا آزادانہ جواب آپ دے سکتے ہیں دیں۔ ہر بیان کے لیے اس طرح جواب دیں جس طرح آپ سمجھتے ہیں کہ آپ ہیں نہ کہ ایسا جیسا آپ بننا پسند کرتے ہیں۔

نمبر شمار	بیانات	تقریباً ہمیشہ صحیح	بعض اوقات صحیح	بہت کم	تقریباً کبھی نہیں
1	میرا اڑنے کو جی چاہتا ہے۔				
2	میں چاہتا/چاہتی ہوں کہ جب بیمار ہوں تو میرے والدین میرے لیے پریشان ہوں۔				
3	میں اپنے آپ کو پسند کرتا/کرتی ہوں۔				
4	میں محسوس کرتا/کرتی ہوں کہ میں وہ کچھ کر سکتا/سکتی ہوں جو دوسرے لوگ کر سکتے ہیں				
5	مجھے لوگوں کو یہ بتانے میں مشکل ہوتی ہے کہ میں کیا محسوس کرتا/کرتی ہوں۔				
6	جب میں کوئی کام کرنے کی کوشش کرتا/کرتی ہوں اور نہیں کر سکتا/سکتی، تو مجھے رُ محسوس ہوتا ہے یا مجھے غصہ آ جاتا ہے۔				
7	مجھے یقین ہے کہ زندگی ایک نعمت ہے۔				
8	میرا دل کسی چیز یا شخص کو ٹھوکر مارنے کو چاہتا ہے۔				
9	میں چاہتا/چاہتی ہوں کہ میرے والدین مجھے بہت پیار کریں۔				
10	میں محسوس کرتا/کرتی ہوں کہ میں اچھا/اچھی نہیں ہوں اور کبھی بھی اچھا/اچھی نہیں بن سکوں گا/گی۔				
11	میں محسوس کرتا/کرتی ہوں کہ میں کسی کام کو اچھے طریقے سے نہیں کر سکتا/سکتی۔				
12	اپنے والدین سے محبت کا اظہار میرے لیے کافی آسان ہے۔				

Brief COPE-Urdu

درج ذیل بیانات ان طریقوں کے متعلق ہیں جو آپ اپنی زندگی میں ذہنی دباؤ سے نمٹنے کے لیے استعمال کرتے ہیں۔ ہر بیان ذہنی دباؤ سے نمٹنے کے ایک خاص طریقے کی نشاندہی کرتا ہے۔ میں یہ جاننا چاہتی ہوں کہ ہر بیان جس طریقے کی نشاندہی کرتا ہے آپ اس کو اپنی زندگی میں پیش آنے والے ذہنی دباؤ سے نمٹنے کے لیے کس حد تک استعمال کرتے ہیں (کتنا زیادہ یا کتنی دفعہ)۔ اس بنیاد پر جوابات نہ دیں کہ طریقہ مفید ہے یا نہیں۔ صرف اس بنیاد پر جواب دیں کہ آپ نے وہ طریقہ اختیار کیا یا نہیں۔ ہر بیان کے سامنے متبادل جوابی صورتوں میں سے کسی ایک کا انتخاب اس خانے میں (✓) نشان لگا کر کریں۔

نمبر شمار	بیانات	کبھی نہیں	بہت کم	کبھی کبھی	بہت زیادہ
1	میں اپنے مسائل سے دھیان ہٹانے کے لیے خود کو کسی کام یا دوسری سرگرمیوں کی طرف مائل کرتا/کرتی ہوں۔				
2	میں موجودہ صورتحال سے نمٹنے کے لئے اپنی تمام تر کوششیں کرتا/کرتی ہوں۔				
3	میں اپنے آپ کو یہ کہتا/کہتی ہوں، ”یہ حقیقت نہیں ہے“۔				
4	میں حالات سے نمٹنے کی کوششوں میں ہمت ہار جاتا/ہار جاتی ہوں۔				
5	میں حالات کو بہتر بنانے کی کوشش میں عملی اقدام اٹھاتا/اٹھاتی ہوں۔				
6	میں یہ ماننے سے انکار کرتا/کرتی ہوں کہ ایسا ہو چکا ہے۔				
7	میں اپنے ناخوشگوار احساسات سے پیچھا چھڑانے کے لئے کچھ نہ کچھ بولتا/بولتی ہوں۔				
8	میں دوسرے لوگوں سے مدد اور مشورہ لیتا/لیتی ہوں۔				
9	میں حالات کو مثبت انداز میں دیکھنے کے لئے میں اس کو مختلف زاویوں سے دیکھنے کی کوشش کرتا/کرتی ہوں۔				
10	میں اپنے آپ پر تنقید کرتا/کرتی ہوں۔				

نمبر شمار	بیانات	کبھی نہیں	بہت کم	کبھی کبھی	بہت زیادہ
11	میں اس صورت حال سے نکلنے کے لئے کوئی طریقہ نکالنے کی کوشش کرتا/کرتی ہوں۔				
12	مجھے کسی سے تسلی اور سکون ملتا ہے۔				
13	میں حالات سے نمٹنے کی کوشش ترک کرتا/کرتی ہوں۔				
14	جو کچھ ہوتا ہے میں اس میں کچھ اچھا تلاش کرنے کی کوشش کرتا/کرتی ہوں۔				
15	میں صورت حال کے بارے میں مذاق کرتا/کرتی ہوں۔				
16	میں کچھ نہ کچھ ایسا کرتا/کرتی ہوں کہ اس صورت حال کے بارے میں کم سوچوں جیسا کہ فلمیں دیکھنا، ٹی وی دیکھنا، مطالعہ کرنا، خیالی پلاؤ بنانا، سوچنا یا خریداری وغیرہ۔				
17	میں جو کچھ ہو اس حقیقت کو تسلیم کرتا/کرتی ہوں۔				
18	میں اپنے منفی احساسات کا اظہار کرتا/کرتی ہوں۔				
19	میں اپنے مذہب اور روحانی عقائد میں سکون تلاش کرنے کی کوشش کرتا/کرتی ہوں۔				
20	میں دوسرے لوگوں سے اس بارے میں مشورہ اور مدد طلب کرتا/کرتی ہوں کہ کیا کیا جائے۔				
21	میں اس صورت حال کے ساتھ جینا سیکھتا/سیکھتی ہوں۔				
22	میں اس بارے میں بہت زیادہ سوچتا/سوچتی ہوں کہ کیا اقدام اٹھائے جائیں۔				
23	جو ہوا، میں خود کو اس کا قصور وار ٹھہراتا/ٹھہراتی ہوں۔				
24	میں دعا یا مراقبہ کرتا/کرتی ہوں۔				
25	میں صورت حال کو مذاق میں اڑاتا/اڑاتی ہوں۔				

Appendix D
Plagiarism Report

