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Maternal acceptance-rejection and prosocial behavior across adolescence: a five-year longitudinal study

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Evidence consistently shows that maternal acceptance, reflecting the positive end of the warmth dimension, serves as a pivotal protective factor for adolescents' prosocial development. Cross-cultural studies further supports that warmth is associated with higher prosocial behavior from late childhood through early adolescence, with recent evidence suggesting that these constructs may influence each other over time. Nevertheless, much of the existing research has relied on traditional analytic designs that do not distinguish between-person differences from within-person fluctuations, leaving open the question whether acceptance-rejection and prosociality are dynamically related at the individual level. The present study examines the longitudinal interplay between perceived maternal acceptance and prosocial behavior across adolescence, separating within- and between-person effects. A sample of 399 Italian adolescents (45.9% female; Mage at T1 = 13.15 years, SD = 0.45) was assessed annually over five waves. Maternal acceptance was measured using the Child PARQ, and prosocial behavior was assessed using a 10-item scale developed by Caprara and colleagues. Analyses employed Parallel Growth Curve Models alongside Random Intercept Cross-Lagged Panel Models (RI-CLPM). Results indicated declining perceived acceptance and prosociality over time, with trajectories that decelerated. Initial levels were positively correlated ($r = .132, p < .001$), whereas growth parameters were unrelated. RI-CLPM findings showed a significant between-person association ($r = .124, p < .001$) but no within-person cross-lagged effects. These findings suggest that associations between maternal acceptance-rejection and prosociality primarily reflect stable between-person differences, underscoring the importance of early preventive programs that foster maternal warmth and acceptance.

Keywords: maternal acceptance-rejection; prosocial behavior; adolescence; longitudinal study; between- and within-person processes.

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The mediating effect of emotion regulation and social anxiety on the relationship between perceived parental acceptance-rejection and students' aggressive behavior

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The parental acceptance-rejection theory is an empirically grounded framework of socialization that explains the development of social and emotional difficulties in children. The present study examined the relationship between perceived parental acceptance-rejection and students' aggressive behavior, as well as the mediating roles of emotion regulation and social anxiety. The sample consisted of 145 sixth-grade students (aged 11-12 years) attending primary schools in Heraklion, Crete, selected through convenience sampling. Validated psychometric instruments were administered, including the Parental Acceptance-Rejection Questionnaire (PARQ-Child), the Social Anxiety Questionnaire for Children (Q-CIV), the Emotion Regulation Questionnaire (ERQ), and the Aggression Questionnaire (AQ). Results indicated moderate levels of aggression, high levels of cognitive reappraisal, moderate levels of expressive suppression, and low levels of social anxiety. Participants reported high levels of perceived parental acceptance and low levels of rejection. Male students demonstrated significantly higher levels of aggression and perceived parental rejection compared to female students. Positive correlations were found among parental acceptance-rejection, social anxiety, and aggression. Mediation analyses revealed that social anxiety partially mediated the relationship between perceived parental acceptance-rejection and aggressive behavior. These findings highlight the importance of social anxiety in understanding the mechanisms linking parental relationships to children's aggression and underscore the need for further research.

Keywords: parental acceptance/rejection; emotion regulation; social anxiety; aggression; mediation.

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Fathers matter: the role of parental and teacher acceptance-rejection in adolescent aggressive behaviour

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Adolescence is a period with increased sensitivity and heightened risk for externalising behaviours. Relationships with significant adults play a crucial role. The present study examined the relationship between perceived parental and teacher acceptance-rejection and levels of aggressive behaviour among adolescents. Participants are 90 students (51.1% boys), aged 15-18 years ($M=16.47$, $SD=0.91$). Data were collected through adolescent self-report using PARQ/C, Mother and Father versions, TARQ/C, and Buss & Perry Aggression Questionnaire. Perceived paternal rejection showed a moderate positive correlation with overall aggression ($r=0.416$, $p<0.001$) and was significantly related to physical aggression ($r=0.325$, $p=0.002$), anger ($r=0.306$, $p=0.004$), and hostility ($r=0.381$, $p<0.001$). Perceived maternal rejection was not significantly associated with total aggression, showing only a weak correlation with hostility. Gender differences revealed that boys reported significantly higher levels of physical aggression ($t(88)=2.49$, $p=0.015$) and verbal aggression ($t(88)=2.53$, $p=0.013$) compared to girls, whereas no significant gender differences were found in anger, hostility, or overall aggression. Moderation analysis showed a significant interaction between maternal acceptance-rejection and adolescent gender ($\beta=0.347$, $p=0.041$), indicating that the association between maternal acceptance-rejection and aggression differ by gender and the effect is stronger among boys (cross-gender dynamic: mother-son). No significant interaction was found for paternal acceptance-rejection. Multiple linear regression analysis confirmed that paternal rejection was the strongest predictor of aggressive behaviour, explaining 19% of the variance ($R^2=0.190$), while maternal and teacher rejection did not contribute significantly to the model. These findings highlight the central role of fathers and highlight the importance of considering gender-specific relational dynamics in prevention and intervention efforts.

Keywords: parental acceptance-rejection; teacher acceptance-rejection; adolescence; aggressive behaviour; IPARTheory.

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When parents matter differently: acceptance-rejection and aggression across development

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Interpersonal relationships with significant adults, particularly parents, are crucial for children's emotional and behavioural development. Parental acceptance and rejection have been linked to aggression, yet age-related differences in these associations remain understudied. The aim of the present study was to examine the relationship between perceived parental acceptance-rejection and aggressive behaviour among children in 3rd grade and adolescents in 10th grade. The sample consisted of 22 students aged 9-10 years (3rd grade) and 30 students aged 16-17 years (10th grade). Gender distribution was nearly equal: 51.9% boys and 48.1% girls. Perceived parental acceptance-rejection and control were assessed using the Parental Acceptance-Rejection Control Questionnaire (PARQ/C), both Mother and Father versions, and aggressive behaviour was measured with the Buss & Perry Aggression Questionnaire. Multiple linear regression analyses revealed different patterns by age group. For 10th grade students, paternal rejection was a significant predictor of aggression ($B=0.739$, $\beta=0.907$, $t=3.657$, $p=0.001$). In contrast, for 3rd grade students, maternal rejection significantly predicted higher aggression ($B=1.901$, $\beta=0.686$, $t=2.874$, $p=0.010$). These findings indicate that father rejection is a key factor in adolescent aggression, whereas maternal rejection has a stronger influence in younger childhood, emphasizing the differential impact of parental roles across developmental stages.

Key words: parental acceptance-rejection; children; adolescence; aggressive behaviour; IPARTheory.

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Bridging structural and affective models of interpersonal functioning

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Understanding interpersonal functioning requires theoretical models that capture both the structural organization of interpersonal behaviour and the developmental consequences of interpersonal experiences. To this end, this presentation integrates two complementary frameworks: Relating Theory and Interpersonal Acceptance-Rejection Theory (IPARTheory). Relating Theory conceptualises interpersonal behaviour along two orthogonal dimensions, closeness-distance and upperness-lowerness, whose intersection yields eight relational states. These states differentiate between adaptive and maladaptive patterns of relating and interrelating and provide a graphical representation of interpersonal positioning within a theoretical structure called the Interpersonal Octagon. A suite of validated instruments (e.g., PROQ3, CREOQ3) operationalises these constructs, enabling precise assessment of interpersonal relationships between any two people. IPARTheory focuses on the subjective experience of interpersonal acceptance and rejection across the lifespan. It posits that perceived acceptance-rejection from parents, partners, teachers, and peers predicts a consistent constellation of psychological outcomes. The derived instruments (e.g., the PARQ, PARQ/Control, PAQ, and partner, peer, and teacher acceptance-rejection scales) assess warmth, hostility, and neglect, and their developmental correlates, across cultures. Bringing these frameworks together offers a comprehensive perspective on how structural patterns of relating are combined with affective experiences of acceptance-rejection, by linking behavioural styles, relational experiences, and psychological adjustment. In conclusion, by combining the structural precision of Relating Theory with the developmental and cross-cultural depth of IPARTheory, this work provides a coherent and theoretically robust foundation and a multidimensional approach to understanding, describing, and assessing how individuals relate to others and are shaped by their interpersonal relationships.

Keywords: relating theory; IPARTheory; closeness-distance and upperness-lowerness; acceptance-rejection; interpersonal assessment.

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Memories of parental acceptance and intensity of attachment to parents in adulthood: a cross-cultural study

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This cross-cultural study, grounded in interpersonal acceptance-rejection theory (IPARTheory), examined whether adults' memories of parental acceptance-rejection in childhood predict the intensity of their attachment to parents, and whether this association was mediated by psychological adjustment. Participants included 1,171 adults from Egypt ($n = 325$), Pakistan ($n = 300$), Türkiye ($n = 313$), and the United States ($n = 233$). Participants completed self-report measures assessing retrospective perceptions of maternal and paternal acceptance (Adult PARQ), psychological adjustment (Adult PAQ), and attachment intensity to each parent (IAPS-Mother and IAPS-Father). Across cultures, remembered parental acceptance significantly predicted stronger attachment intensity to both parents (total effects ranged from $b = .07$ to $.22$, $p < .01$). Parental acceptance was also consistently associated with positive psychological adjustment (r range = $.27$ to $.47$, $p < .01$). Associations between psychological adjustment and attachment intensity varied across cultures. Psychological adjustment was associated with more intense attachment to mothers in Egypt ($r = .12$, $p < .05$) and the United States ($r = .20$, $p < .05$), whereas it was linked to more intense attachment to fathers in Pakistan ($r = .16$, $p < .01$) and Türkiye ($r = .12$, $p < .05$). Mediation analyses indicated partial mediation across countries, suggesting that psychological adjustment serves as one pathway linking remembered parental acceptance to adult attachment intensity. The indirect effect was more evident in the United States and Egypt. Overall, findings highlight both cross-cultural consistency and culturally specific pathways linking early parental acceptance to attachment intensity to parents.

Keywords: parental acceptance; intensity of attachment; psychological adjustment; cross-cultural; IPARTheory.

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Is perceived parental rejection a childhood trauma? A latent factor analysis and its associations with trauma-related outcomes

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This study examined whether perceived parental rejection in childhood can be conceptualized as a form of childhood trauma. Although childhood trauma is usually classified as maltreatment and household dysfunction, this framework might not capture all harmful experiences. Based on IPARTheory, the study investigated whether parental rejection should be part of the childhood trauma construct. The first aim was to test, using latent factor modeling, whether perceived maternal and paternal rejection load onto a general trauma factor alongside abuse, neglect, and household dysfunction. The second aim was to explore the associations between these experiences and posttraumatic stress disorder (PTSD) and complex PTSD (CPTSD) symptoms. The sample consisted of 484 adults (aged 18–34) who completed the Demographic Information Form, the Parental Acceptance-Rejection Questionnaire Short Form, the Childhood Trauma Questionnaire, and the International Trauma Questionnaire. Results indicated that maternal and paternal rejection were significantly associated with other traumatic experiences and loaded onto the childhood trauma factor, with the model demonstrating good fit indices ($\chi^2/df = 3.13$, GFI = 0.974, AGFI = 0.945, CFI = 0.979, and RMSEA = 0.066). Furthermore, hierarchical regression analyses revealed that paternal rejection uniquely predicted PTSD and CPTSD, even after controlling for other traumas. These findings emphasize the clinical importance of recognizing rejection as a traumatic experience to inform evidence-based interventions and policies for adult mental health.

Keywords: parental rejection; childhood trauma; PTSD; complex PTSD.

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Ideal fatherhood through fathers' eyes: a qualitative exploration of contrasting parq profiles

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Research using the Parental Acceptance-Rejection Questionnaire has demonstrated associations between perceived paternal rejection and adult psychological adjustment. However, far less is known about how fathers with differing PARQ profiles conceptualize fatherhood itself. This qualitative comparative study examined how fathers' recollections of paternal acceptance or rejection shape representations of ideal fatherhood. Fathers (n = 121) completed the PARQ (father scale) and described the ideal father using three descriptors. Based on PARQ scores, fathers were grouped into Perceived Acceptance (PARQ 28-47; n = 69), Idealization/Very Low Rejection (PARQ 24-28; n = 13), and Perceived Rejection (PARQ 60-79; n = 14). Qualitative thematic analysis identified five ideal fatherhood themes, and proportional within-group distributions were compared. The thematic distribution in the Perceived Acceptance group mirrored that of the whole father population, with emotional presence endorsed by 62% of fathers, alongside balanced references to guidance and acknowledged imperfection. In contrast, the Idealisation group showed a compressed thematic profile: while emotional presence was salient (69%), references to struggle and limits were muted, suggesting defensive idealization rather than integration. Fathers with Perceived Rejection constructed ideal fatherhood as a reparative project characterized by elevated emphasis on emotional rupture and absence (≈57%) and heightened emotional urgency. Although the Idealization and Rejection groups were comparable in size, their thematic organizations diverged sharply, indicating that extreme PARQ profiles reorganize rather than intensify normative representations of fatherhood. These findings extend IPARTheory by showing that perceived paternal acceptance and rejection shape not only adjustment but also transgenerational representations of fatherhood.

Keywords: parental Acceptance-Rejection Questionnaire (PARQ); paternal acceptance-rejection; ideal fatherhood; qualitative analysis; transgenerational transmission.

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Parental rejection, psychological adjustment and attachment to god: a study on catholic priests in southern Italy

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This study examines whether attachment to God is rooted in early parental acceptance or rejection and related to adult psychological functioning, and whether it remains salient within the structured context of the Catholic priesthood. Integrating Interpersonal Acceptance-Rejection Theory with attachment models, the study examines how early relationships influence the image of God through the mediation of current personality functioning. The study involved 204 male Catholic priests from Southern Italy, with a mean age of 41.3 years. All participants are fully active in ministry, engaged in various pastoral and diocesan assignments. The Parental Acceptance-Rejection Questionnaire (PARQ), the Personality Assessment Questionnaire (PAQ), and the Attachment to God Inventory (AGI) were administered. Results highlighted that perceived parental rejection is positively associated with psychological maladjustment and insecurity in attachment to God. Regression and mediation analyses reveal that global psychological functioning plays a crucial role: it fully mediates the effect of maternal rejection on attachment anxiety toward God and partially mediates the effect of paternal rejection. Avoidance toward God, conversely, appears less dependent on global psychological functioning and maintains stronger direct associations with experiences of maternal rejection. Overall, the results seem to support the hypothesis that attachment to God may represent a symbolic-affective reworking of primary experiences, likely modulated by current psychological well-being. These findings thus suggest the opportunity to value the integration of the clinical dimension and relational history in the formation and accompaniment pathways of the clergy.

Keywords: catholic priests; attachment to God; parental acceptance-rejection; psychological adjustment; IPARTheory.

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Neural correlates of remembered parental acceptance and rejection: evidence from brain activation and network connectivity analyses

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IPARTheory suggests the involvement of shared neurobiological mechanisms shaped by humankind's common biocultural evolution. This review summarizes brain imaging studies examining whether young adults' memories of childhood parental acceptance versus rejection are linked to differences in brain activation and intrinsic functional network organization. Forty young adults (ages 18-25; *Mage* = 19 years) were grouped based on retrospective reports of parental acceptance-rejection and psychological adjustment. One group reported being accepted by both parents and was psychologically well-adjusted (AcceptedAdjusted, *n* = 20). The other group reported being rejected by both parents and was psychologically maladjusted (RejectedMaladjusted, *n* = 20). Participants underwent functional MRI during an experimentally induced social rejection task and during naturalistic video viewing. During experimentally induced rejection, the RejectedMaladjusted group showed greater activation than the AcceptedAdjusted group in emotion-related regions. These included the anterior and posterior cingulate cortices, medial and dorsolateral prefrontal cortices, insula, amygdala, and precuneus. Network connectivity analyses showed that AcceptedAdjusted participants exhibited stronger functional connectivity and more globally integrated network organization. This pattern was reflected in higher global efficiency and shorter characteristic path length across the salience, default mode, and frontoparietal networks. In contrast, RejectedMaladjusted participants showed weaker inter-network connectivity, greater network segregation, and increased clustering within medial prefrontal and control regions. Findings suggest that memories of parental acceptance are associated with flexible and integrated brain networks. Parental rejection is linked to heightened emotional reactivity and segregated network architecture.

Keywords: parental acceptance; parental rejection; IPARTheory; fMRI (ns-fMRI), brain connectivity, brain function, emotion regulation

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The relationship between nurses' perceptions of parental acceptance-rejection in childhood and their effective communication skills and altruism levels

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This study was conducted to examine the predictive effect of perceived parental (mother and father) acceptance-rejection levels in childhood on effective communication skills and altruism levels in adulthood among nurses, who are the cornerstones of healthcare services. The sample of this descriptive and correlational study consisted of 105 nurses working in Sivas Suşehri State Hospital. Data were collected using the Personal Information Form, Parental Acceptance-Rejection Questionnaire (Adult Short Form), Effective Communication Skills Scale, and Altruism Scale. Descriptive statistics, Pearson correlation analysis, and multiple linear regression analysis were used in the data analysis. As a result of the research, it was determined that the nurses' perceived level of parental rejection in childhood was low, while their effective communication skills and altruism levels were high. Regression analysis revealed that perceived maternal rejection significantly predicted effective communication skills in a negative direction ($p < 0.05$). While perceived paternal rejection had no significant effect on communication, it showed a borderline positive trend ($p = 0.069$) on altruism levels. Furthermore, a moderate significant positive relationship was found between effective communication skills and altruism. The study findings reveal that the early relationship established with the mother plays a determinant role in the development of nurses' communication skills, while altruistic behavior is shaped by different psycho-social mechanisms rather than parental attitudes.

Keywords: parental acceptance-rejection; nursing; effective communication skills; altruism.

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Sensory processing sensitivity and perceived parental acceptance/rejection as predictors of anxiety, depression, and stress in young adult women and men

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Sensory processing sensitivity (SPS) is a well-established predictor of internalizing symptoms, while perceived parental acceptance/rejection reflects key relational risk factors. This study examined the extent to which SPS and perceived parental acceptance/rejection predict depression, anxiety, and stress in young adults, with a focus on gender differences in the Macedonian context. A total of 681 undergraduate students completed the High Sensitivity Person Scale (HSPS), the Parental Acceptance-Rejection Questionnaire (PARQ), and the Depression, Anxiety, and Stress Scale (DASS-21). Separate multiple linear regression analyses were conducted for women and men (IBM SPSS 26). SPS emerged as the strongest and most consistent predictor across outcomes. It significantly predicted depression and anxiety in both genders and was the sole predictor of stress in men. Parental variables showed gender-specific effects. Depression in women was predicted by fathers' aggression and lack of fathers' warmth, whereas in men it was predicted by mothers' aggression and lack of mothers' warmth. For anxiety, fathers' aggression and mothers' neglect were significant in women, while fathers' rejection predicted anxiety in men. In women, stress was additionally predicted by fathers' neglect and lack of mothers' warmth. SPS represents a central dispositional factor underlying internalizing symptoms in emerging adulthood, while specific dimensions of perceived parental rejection provide additional gender-differentiated risk pathways. These findings underscore the joint role of temperament and perceived family relationships in understanding young adults' mental health.

Keywords: sensory processing sensitivity; perceived parental acceptance/rejection; anxiety; depression; stress.

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Parental acceptance-rejection and interpersonal sensitivity

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This study examined the relationship between perceived parental acceptance-rejection and interpersonal rejection sensitivity in adulthood within a Pakistani context. It also explored whether any gender differences existed in assessing these associations among adults and whether maternal and paternal acceptance rejection showed additive connections with rejection sensitivity. For this purpose, a quantitative cross-sectional design with convenience sampling was employed. The sample comprised 1,120 adults including 560 males and 560 females having age-range between 20-45 years from rural area of Mardan, Pakistan. Participants completed short form of Adult Parental Acceptance-Rejection Questionnaire (mother and father versions) and the Interpersonal Rejection Sensitivity Scale. Data were analyzed using SPSS Version 26. Results indicated no statistically significant gender differences in overall perceived parental acceptance rejection. Correlational analyses showed weak but statistically significant positive relationships between interpersonal rejection sensitivity and perceived parental rejection. Perceived maternal rejection showed a correlation of $r = .165$ ($p < .01$), while perceived paternal rejection showed a correlation of $r = .127$ ($p < .01$). Additional analyses indicated that gender did not significantly influence these relationships. The findings of this research suggest that higher perceptions of parental rejection during early years of life are modestly correlated with greater sensitivity to interpersonal rejection in adulthood. Moreover, this study contributes to the literature by providing empirical evidence from a non Western cultural context and highlights the potential long-term influence of early parent-child relational experiences on adult interpersonal functioning.

Keywords: parental acceptance-rejection; rejection sensitivity; adult interpersonal relationships; parental rejection; Pakistan.

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Associations between parental acceptance-rejection, oxytocin receptor gene polymorphism (RS53576), and hexaco personality traits in early adolescents

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This study examined whether perceived maternal and paternal acceptance/rejection and the oxytocin receptor gene polymorphism (OXTR rs53576) were associated with HEXACO personality traits in early adolescents. Eighty-two participants aged 11-14 years ($M = 12.75$; $SD = 0.73$) completed self-report questionnaires assessing parental acceptance/rejection and HEXACO personality traits and provided a buccal swab for DNA collection. Hierarchical regression analyses were conducted controlling for sex and age, with OXTR polymorphism, parental rejection, and their interactions entered in subsequent steps. Maternal rejection predicted lower Honesty-Humility, Extraversion, and Agreeableness ($\beta s = -.36$ to $-.32$, $p s = .007$ to $.015$), but was not associated with Emotionality ($\beta = -.15$, $p = .252$) and Openness to Experience ($\beta = .14$, $p = .293$), and showed a marginal association with Conscientiousness ($\beta = -.26$, $p = .051$). Paternal rejection predicted lower Honesty-Humility ($\beta = -.39$, $p = .008$), but not Emotionality, Extraversion, and Openness to Experience ($\beta s = -.21$ to $-.05$, $p s = .127$ to $.727$), with marginal effects for Agreeableness ($\beta = -.27$, $p = .061$) and Conscientiousness ($\beta = -.28$, $p = .054$). The OXTR polymorphism showed an initial effect on Extraversion that was not retained in final models. A significant paternal rejection \times OXTR interaction emerged for Extraversion ($\beta = -.45$, $p = .027$), with no other significant interaction effects. Findings indicate that parental rejection, particularly maternal, is associated with less adaptive personality traits in adolescence, while genetic moderation appears limited and specific to Extraversion in the context of paternal rejection.

Keywords: HEXACO; Parental acceptance-rejection; OXTR rs53576; Adolescence; Personality.

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Perceived parental rejection, agency, and self-compassion in emerging adults

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Self-compassion has been shown to confer a range of benefits for psychological well-being. However, its origins and individual differences are not well understood. The study examined whether the sense of agency—encompassing both positive agency (perception of control over one's body, mind, and environment) and negative agency (perceived lack of control and feelings of helplessness)—mediates the relationship between perceived parental rejection and self-compassion among emerging adults. To this end, 572 participants aged 18-29 were surveyed using Turkish versions of the Adult PARQ-Short Form, the Self-Compassion Scale-Short Form, and the Sense of Agency Scale. The results showed that self-compassion was negatively associated with maternal ($r = -.30, p < .001$) and paternal rejection ($r = -.35, p < .001$) and with lower negative agency ($r = -.40, p < .001$) and positively correlated with higher positive agency ($r = .27, p < .001$). The relationships between parental rejection and self-compassion were partially mediated by both negative (Maternal: $B = -0.07, SE = 0.01, Boot CI = [-0.10, -0.05]$; Paternal: $B = -0.06, SE = 0.01, Boot CI = [-0.08, -0.04]$) and positive agency (Maternal: $B = -0.02, SE = 0.01, Boot CI = [-0.04, -0.01]$; Paternal: $B = -0.02, SE = 0.01, Boot CI = [-0.03, -0.00]$). Findings underscore the direct and indirect influences of parental relationships on self-compassion through a sense of agency. Specifically, agency emerges as a key target for interventions to mitigate the impact of parental rejection and foster self-compassion.

Keywords: parental acceptance-rejection; self-compassion; emerging adulthood; agency.

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Parental acceptance-rejection configurations under conditions of dislocation: a phenomenological case study of severe homesickness

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Interpersonal Acceptance-Rejection Theory (IPARTheory) has demonstrated empirical associations between perceived parental rejection and psychological maladjustment. However, less is known about how distinct parental acceptance-rejection configurations are subjectively lived in contexts of acute relational distress. The present study examines severe homesickness in international students as a clinically relevant affective condition through an IPARTheory-centered qualitative design. Homesickness is conceptualized as a relationally embedded affective experience rather than solely an adjustment difficulty. Three case studies were theoretically selected based on contrasting maternal and paternal profiles on the Adult Parental Acceptance-Rejection Questionnaire (PARQ; mother and father versions), reflecting high perceived rejection, ambivalent acceptance, and perceived acceptance. All participants were international students experiencing severe homesickness accompanied by marked depressive and anxiety-related symptoms, including sleep and appetite disturbances, reduced motivation, and social withdrawal. Participants completed the PARQ and engaged in in-depth qualitative interviews analyzed using micro phenomenological, structure-oriented methods. Across cases, a shared PARQ-relevant relational structure emerged: disturbance in perceived parental availability and emotional responsiveness, particularly in relation to paternal figures, more prominently than overt parental hostility. At the same time, this relational vulnerability was lived in qualitatively distinct ways across configurations, including relational thinning under protective withdrawal, loss of affective holding despite perceived acceptance, and existential rupture under high perceived rejection. These findings suggest that severe homesickness under conditions of dislocation may be associated with disruptions in perceived parental availability across different acceptance-rejection configurations. By grounding IPARTheory constructs in lived experience, this study refines clinical conceptualizations and generates hypotheses for future mixed-methods IPARTheory research.

Keywords: Interpersonal Acceptance-Rejection Theory (IPARTheory); parental acceptance rejection questionnaire (PARQ); severe homesickness; international students; phenomenological interview.

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Parental acceptance-rejection, emotional intelligence, and academic procrastination among undergraduate students

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This research investigates the correlation between parental acceptance-rejection, emotional intelligence and academic procrastination among selected undergraduates. Using a cross sectional survey design, 400 undergraduates were selected and they completed three instruments- the Child PARQ (short form); Schutte Self Report Emotional Intelligence Test (SSEIT) and the Academic Procrastination Scale (APS). The data collected was analyzed using the Statistical Package for the Social Sciences (SPSS) for descriptive statistics such as mean and standard deviation, inferential statistics such as Pearson product moment correlation and multiple regression analysis performed to test the stated hypotheses about the relationship and predictive influences between the variables. Parental rejection and emotional intelligence can affect academic procrastination and all have implications for student well-being in that parental rejection directly correlates with higher academic procrastination. Students with higher Emotional intelligence will manage emotions better and show reduced avoidance behaviour which significantly reduces academic procrastination by acting as a protective factor and ultimately enhancing psychological wellbeing. The findings of this study will help provide empirical insight into the dynamics of how parental acceptance-rejection experiences and emotional intelligence relate to delayed behaviour in academic tasks among university students. The study recommends that undergraduates be helped with training that will increase their emotional intelligence in order to reduce academic procrastination and enhance their academic performance and subsequent wellbeing/adjustment.

Keywords: parental acceptance-rejection; emotional intelligence; academic procrastination; undergraduates.

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Peer acceptance and children's cooperative behavior

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Across two studies, this research explores the relationship between social acceptance and cooperative sharing decisions among children using the Public Good Game (PGG). Study 1 (N = 165, ages 10-12) used the Cyberball paradigm to experimentally manipulate social acceptance across five levels, ranging from total exclusion to full inclusion. Following the manipulation, children's actual allocation of resources to a common pool in the PGG was measured. Study 2 (N = 249, ages 10-11) examined this association in a naturalistic context by assessing children's peer status within their classroom and their actual PGG contributions at two time points, one week apart. In both studies, children who experienced higher social acceptance were more willing to contribute to the group, even at a personal cost. Specifically, in Study 1, a linear regression revealed that higher social acceptance significantly predicted greater contributions to the common pool ($b = .18$, $t = 2.30$, $p = .023$). Study 2 mirrored these findings in a real-world setting, where higher social status among peers significantly predicted greater sharing ($b = .16$, $t = 2.65$, $p = .009$). Together, these findings deepen our understanding of how peer acceptance vs. rejection shapes prosocial behavior during middle childhood—a pivotal period in social development.

Keywords: social acceptance; peer rejection; cooperation; prosocial behavior; public goods game.

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Peer acceptance and responsiveness to interpersonal cues in pre-adolescents' prosocial behavior

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Interpersonal Acceptance-Rejection Theory (IPARTheory) posits that perceived acceptance or rejection by significant others shapes socio-emotional adjustment and interpersonal functioning. Specifically, during pre-adolescence, peer acceptance and rejection are central to social motivation and prosocial engagement. The present research examines whether preadolescents' perceived social connections, reflecting peer acceptance, are associated with prosocial behavior, and whether this association depends on sensitivity to interpersonal contextual cues that typically promote helping. Across two studies, pre adolescents (ages 10-11) reported their classroom social connections (interactions in school and after school hours) using a peer-nomination index, followed by sharing decisions in an incentivized, child modified Dictator Game (privately sharing 10 tokens that could be exchanged for prizes). Study 1 (N = 182) manipulated the presence versus absence of a generous peer-sharing norm. Social connections interacted with the norm ($\beta = .23$, $p = .033$), such that social connections predicted greater sharing only when a generous norm was present, whereas pre-adolescents with fewer connections were largely unresponsive to the normative cue. Study 2 (N = 210) examined an individual-level cue, recipient singularity. Social connections interacted with singularity ($\beta = .22$, $p = .017$), predicting greater sharing only when the recipient was a single identifiable peer, but not when multiple peers were involved. Together, the findings suggest that lower perceived peer acceptance is associated not only with reduced prosociality but with diminished responsiveness to interpersonal cues. Consistent with IPARTheory, reduced sensitivity to social cues may represent a mechanism through which perceived peer rejection undermines prosocial engagement during pre-adolescence.

Keywords: interpersonal acceptance-rejection; peer acceptance; prosocial behavior; adolescence; social norms.

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Parental acceptance-rejection and adult interpersonal relationships: a serial indirect effects exploratory model

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The effect of parental acceptance-rejection on the development of interpersonal romantic relationships in adulthood has been extensively studied in the relevant literature. What has not been sufficiently explored is the mechanism through which this connection occurs. Early maladaptive schemas (EMS) and rejection sensitivity (RS) have been found to be affected by parental rejection and influence the way individuals relate with their intimate partners. The purpose of this study is to examine a path model that attempts to explain the effect of parental (paternal-maternal) rejection on interpersonal relationship style during emerging adulthood through the development of EMS (mediator 1) and RS (mediator 2). The sample consisted of 1,512 students (Mage = 21.8, 63% female) from five different universities in Greece. Participants completed the Remembered Parental Acceptance-Rejection Questionnaire, the Rejection Sensitivity Questionnaire, the Early Maladaptive Schemas Questionnaire, and the Interpersonal Style Questionnaire. Indirect effects were examined using the PROCESS program. The results confirmed the hypothetical model, as it was found that remembered parental rejection influences the development of specific early maladaptive schemas, which in turn influence sensitivity to rejection, leading the young adults in our sample (men and women) to develop dysfunctional interpersonal relationship styles (full mediation effect sizes = .18 - .21, R² = 37% - 40%). These results confirm the basic tenets of IARTheory, expanding our understanding of the mechanism of development of dysfunctional styles of interpersonal difficulties through the theoretical integration of Schema Theory and Rejection Sensitivity. The implications of the findings for effective counseling interventions are also discussed.

Keywords: adult interpersonal relationships; rejection sensitivity; early dysfunctional schemas; indirect effects.

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Perceived interpersonal rejection and weight bias internalization in young adulthood

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Weight bias internalization (WBI) is a pervasive process through which individuals incorporate socially shared negative stereotypes about body weight into their self-concept. Although consistently associated with psychological distress, its interpersonal foundations remain underexplored. Grounded in Interpersonal Acceptance-Rejection Theory (IPARTheory), this study examined the contribution of perceived parental and peer rejection to WBI in young adulthood. A sample of Italian young adults (N = 98; mean age = 21.91 years, SD = 2.01; 57.1% women) completed self-report measures assessing: WBI (WBIS-M), perceived parental and peer acceptance-rejection (PARQ-SF; PeersARQ), psychological distress (K10), mental well-being (MHC-SF), perceived social norms, and body mass index (BMI). Pearson correlations and hierarchical multiple regression analyses were conducted. In the final hierarchical regression model, perceived peer rejection emerged as a significant independent predictor of WBI ($\beta = .20$, $p = .026$) accounting for a significant incremental increase in explained variance ($\Delta R^2 = .027$, $p = .026$), beyond gender ($\beta = -.48$, $p < .001$), BMI ($\beta = .26$, $p < .01$), and psychological distress ($\beta = .32$, $p < .01$). The overall model explained 55.1% of the variance ($p < .001$). Although recalled maternal rejection was correlated with WBI ($r = .24$, $p = .019$), it was not significant in multivariate analyses. These findings extend IPARTheory to weight-related self-stigmatization and highlight peer rejection as a specific interpersonal risk factor during emerging adulthood. Clinically, interventions targeting WBI may benefit from incorporating relational and peer focused components to promote resilience and psychological well-being.

Keywords: weight bias internalization; IPARTheory; peer rejection; negative stereotypes.

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Interpersonal rejection and psychological well-being as predictors of internet addiction in adolescence

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According to IPARTheory, childhood experiences of interpersonal rejection significantly influence psychological development and subsequent maladaptive behaviours. Among these maladaptive outcomes, internet addiction (IA) has emerged as a growing concern, particularly among adolescents who may use online environments to cope with psychological distress from interpersonal difficulties. While previous research has established associations between interpersonal rejection and IA, how rejection across multiple contexts (parents, peers, teachers) contributes to IA through psychological well-being remains underexplored. Starting from these considerations, this study investigated relationships between perceived parental, peer, and teacher acceptance-rejection, psychological well-being indicators and internet addiction in 379 Italian students (M age= 17.98, SD= 0.46; 45.6% females). Participants completed measures of parental, teacher, and peer acceptance-rejection psychological adjustment, depression, alexithymia and internet addiction. A four-step hierarchical multiple regression analysis was conducted with IA as the dependent variable. In Step 1, control variables (sex, age, socioeconomic status) were not significant. In Step 2, maternal rejection emerged as a significant predictor ($\beta=.17$, $p<.01$), beyond paternal rejection. In Step 3, both teacher rejection ($\beta =.15$, $p<.01$) and peer rejection ($\beta=.17$, $p<.01$) significantly predicted IA, beyond maternal rejection. In the final step, psychological well-being indicators, specifically depression ($\beta= .25$, $p<.01$) and alexithymia ($\beta =.20$, $p<.01$), emerged as the strongest significant predictors. These findings extend IPARTheory by demonstrating that psychological well-being, particularly depression and difficulties in emotion recognition, play a central role in explaining the relationship between interpersonal rejection and IA, suggesting IA function as maladaptive coping for emotional distress, with implications for prevention and intervention programs.

Keywords: interpersonal acceptance-rejection; internet addiction; psychological adjustment; adolescence.

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Interpersonal acceptance-rejection and addictive behaviours in emerging adulthood: the mediating role of peer relationship

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IPARTheory posits that experiences of parental acceptance-rejection profoundly shape psychological adjustment across the lifespan. Within this framework, parental rejection is theorized to increase psychological maladjustment and risk behaviours, with peer relationships as a key mediating context. During emerging adulthood, these dynamics may critically shape engagement in addictive behaviours. Building on this framework, the present study examined maternal acceptance/rejection as a predictor of multiple addictions, with peer acceptance/rejection as a mediator. Participants were 469 Italian young adults (91.3% female; Mage= 20.74, SD= 1.82) who completed self-report measures assessing maternal and peer acceptance/rejection and several addiction outcomes, which are studyholism, study engagement, Instagram addiction, cigarette smoking, alcohol use, cannabis use, other drug use, and non-prescribed psychotropic drug use. SEM were conducted. Results showed that maternal acceptance/rejection consistently predicted peer acceptance/rejection ($\beta = .376-.487$, $p < .001$). Peer acceptance/rejection negatively predicted studyholism ($\beta = -.270$, $p < .001$) and Instagram social effect ($\beta = -.296$, $p = .013$), but positively predicted cigarette ($\beta = .181$, $p = .016$), alcohol ($\beta = .144$, $p = .031$), and cannabis use ($\beta = .138$, $p = .039$). Significant indirect effects of maternal acceptance/rejection on studyholism ($\beta = -.101$, $p = .001$), Instagram social effect ($\beta = -.144$, $p = .024$), cigarette ($\beta = .083$, $p = .015$), alcohol ($\beta = .066$, $p = .030$), and cannabis use ($\beta = .063$, $p = .050$) emerged via peer acceptance/rejection. These findings highlight the importance of targeting both maternal warmth and peer contexts in addiction prevention during emerging adulthood.

Keywords: emerging adulthood; interpersonal acceptance-rejection; psychological adjustment; peer relationships; addictive behaviours.

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Problematic internet use in italian adults: the role of interpersonal rejection and fear of intimacy

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Problematic Internet Use (PIU) is increasingly recognised as a maladaptive coping strategy, for example, to manage emotional and real-life interpersonal issues. Based on Interpersonal Acceptance Rejection Theory (IPARTheory), this study examined how interpersonal rejection and fear of intimacy explain PIU among adults. A community sample of 212 Italian adults (48.6% male; M age = 35.1 years, SD = 11.1) completed self-report measures on perceived parental rejection (evaluated with maternal and paternal Parental Acceptance Rejection Questionnaire), perceived peer rejection (evaluated with a scale adapted ad hoc), psychological maladjustment (evaluated with Personality Assessment Questionnaire), fear of intimacy (evaluated with Fear of Intimacy scale), and PIU (evaluated with Internet Behaviors Scale covering social and negative-impact aspects). Correlation and hierarchical multiple regression analyses showed significant positive links among all variables. Importantly, when controlling for other factors, fear of intimacy was the main predictor of both social ($\beta = .516, p < .001$) and negative-impact ($\beta = .361, p < .001$) dimensions of PIU. Paternal rejection also played a significant role, though less strongly, while maternal rejection, peer rejection, and psychological maladjustment were not significant in the final model. These results highlight the key role of difficulties with self-disclosure in adults' problematic online behaviour. They imply that interventions for PIU should focus on addressing relational fears and vulnerabilities, with particular attention to early attachment experiences as a fundamental factor.

Keywords: problematic internet use; fear of intimacy; interpersonal rejection; IPARTheory; adults.

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Perceived parental acceptance-rejection, gender, and family structure in preschool children

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Parental Acceptance-Rejection Theory (PARTheory) emphasizes the role of perceived parental warmth and rejection in children's emotional development. While the theory has been widely supported in school-age populations, evidence from preschool children remains limited, especially concerning the influence of family structures beyond the traditional nuclear family model. The sample consisted of 203 preschool children (4-6 years old, 51.2% girls). Children's perceptions were assessed using the ECPARQ (Rohner & Giotsa, 2012). Differences by child gender, parental education, and family structure (nuclear vs. non nuclear) were examined using non parametric analyses. Maternal warmth significantly exceeded paternal warmth, with the child's gender acting as a decisive factor ($p < .001$). Boys perceived higher levels of undifferentiated rejection and total rejection from both their father ($p = .015$) and mother ($p = .033$) compared to girls, while the overall negative parental perception (total score) was significantly more pronounced for boys across both parents (father: $p = .034$, mother: $p = .006$). Family structure and education emerged as significant contextual factors. There was a positive correlation between paternal education and child acceptance ($p = .010$). Children from non-nuclear families (e.g., single-parent, extended, or reconstituted families) reported higher maternal warmth ($p = .034$) and significantly lower maternal neglect ($p = .003$) and rejection ($p = .006$) than those from nuclear families. Findings support the relevance of IPARTheory in early childhood, identifying gender and family structure as key contextual variables. Contrary to assumptions, non-nuclear family settings were associated with more positive maternal relational experiences, highlighting the need for a contextual and child-centered perspective beyond normative family models.

Keywords: parental acceptance-rejection (IPARTheory); preschool children; gender differences; family structure; parental warmth; undifferentiated rejection.

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Perceived teacher acceptance rejection and parental acceptance-rejection in preschool children: a comparative analysis

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Interpersonal Parental Acceptance-Rejection Theory has traditionally focused on parent-child relationships, with limited attention given to children's perceptions of teachers. Preschool represents a critical period where parents and teachers function as primary attachment and socialization figures, necessitating an examination of how children interpret acceptance across these relational contexts. The specific objectives were to conduct a comparative analysis of perceptions across figures—mother, father, teacher—and investigate the influence of gender and demographics on these views. The sample included 203 children (53.2% pre-kindergarten, 46.8% kindergarten; 51.2% girls) from Greece. Perceptions were measured via the Early Childhood (EC) Parental (ECPARQ) and Teacher (ECTARQ) Acceptance-Rejection Questionnaires. Non-parametric analyses were utilized for data comparison. The comparative analysis revealed that children perceived teachers as significantly less rejecting than both parents across all rejection dimensions ($p < .001$). Warmth was similar between teachers and mothers but was lower for fathers. Regarding gender, findings showed consistent patterns; boys reported lower warmth and higher rejection from teachers compared to girls ($p < .001$), mirroring patterns in parental relationships. Furthermore, family structure and birth order were significantly related to teacher perceptions; children from larger families and non-firstborn children reported higher levels of perceived teacher neglect and overall rejection. Findings demonstrate that preschoolers clearly differentiate between parental and teacher experiences. Teachers are generally perceived as more accepting, although gender and family-context effects persist across both domains. This comparative research extends IPARTheory to school contexts and underscores the teacher-child relationship as a distinct yet interconnected relational system alongside parental relationships.

Keywords: interpersonal parental acceptance-rejection (IPARTheory); early childhood teacher acceptance rejection questionnaire (ECTARQ); preschool children; teacher-child relationship.

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Perceived acceptance-rejection by parents and teachers as predictors of emotional and behavioral adjustment in preschool children

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Children's emotional and behavioral adjustment in early childhood is shaped by interactions with significant adults in both family and school contexts. Despite this, few studies have examined parental and teacher acceptance-rejection simultaneously as predictors of preschool children's psychological functioning. Addressing this gap, perceptions of 203 Greek preschoolers were assessed via interviews using the Early Childhood Parental (ECPARQ) and Teacher (ECTARQ) Acceptance-Rejection Questionnaires, while adjustment was rated by their teachers (N=35) using the Strengths and Difficulties Questionnaire (SDQ). Multiple regression analyses were conducted to identify key predictors. Overall, 27.6% of children exhibited difficulties, with 7.4% falling within the borderline or abnormal range. Paternal rejection was a key independent predictor of conduct problems ($\beta = -.14$, $p = .043$) and total difficulties ($\beta = -.16$, $p = .021$). Furthermore, prosocial behavior was uniquely and negatively predicted by maternal rejection ($\beta = -.16$, $p = .025$). Perceived teacher warmth emerged as a strong protective factor, significantly predicting lower levels of emotional difficulties ($\beta = -.23$, $p = .001$) and peer problems ($\beta = -.19$, $p = .004$). Conversely, teacher rejection independently predicted higher levels of hyperactivity ($\beta = .14$, $p = .034$). Boys displayed significantly higher scores in conduct problems ($\beta = -.23$, $p < .001$), hyperactivity ($\beta = -.32$, $p < .001$) and total difficulties ($\beta = -.19$, $p = .006$) than girls. Furthermore, the presence of learning difficulties was positively associated with emotional difficulties ($\beta = .17$, $p = .014$) and total maladjustment ($\beta = .16$, $p = .018$). Both parental and teacher-child relationships contribute meaningfully to preschoolers' psychosocial adjustment. While family dynamics influence conduct and prosocial behavior, teachers significantly regulate emotional stability and hyperactivity. Ultimately, acceptance from both parents and teachers jointly impacts psychosocial growth, highlighting the need for integrated early interventions across family and educational environments.

Keywords: preschool children; parental acceptance-rejection; teacher acceptance-rejection; psychosocial adjustment; emotional and behavioral difficulties; paternal rejection; teacher warmth.

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Parenting and children's socio-emotional adjustment in rural and urban schools

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Grounded in Interpersonal Acceptance-Rejection Theory, this study examined associations between parental rejection, children's socio-emotional competence (SEL), and behavioral adjustment in late childhood, comparing urban and rural school contexts. The sample included 508 Italian primary school children (urban: $n = 129$; rural: $n = 379$) attending Grades 3-5. Parents completed the Parental Acceptance Rejection/Control Questionnaire-Short Form (Rohner, 2005), the SSIS-SEL Brief (Elliott et al., 2020), and measures of children's physical and verbal aggression and prosocial behavior (Caprara & Pastorelli, 1993). Multi-group path analyses, controlling for child age, gender, reporting parent, and parental social desirability, were conducted. Across both contexts, higher parental rejection was associated with lower SEL (urban $\beta = -.46$; rural $\beta = -.37$, $ps < .001$). In turn, SEL was negatively associated with aggression (urban $\beta = -.23$; rural $\beta = -.21$, $ps < .001$) and positively associated with prosocial behavior. The association between SEL and prosocial behavior was significantly stronger in urban ($\beta = .80$, $p < .001$) than rural schools ($\beta = .47$, $p < .001$), as indicated by multi-group comparisons. Parental rejection also showed a direct positive association with aggression (urban $\beta = .39$; rural $\beta = .29$, $ps < .001$). Indirect effects supported the mediating role of SEL. Findings underscore the central role of parental rejection in shaping children's socio-emotional and behavioral adjustment and suggest that school territorial context may amplify the protective role of socio-emotional competence for prosocial development.

Keywords: parental warmth; social-emotional learning; aggression; prosocial behavior; late childhood.

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Power and prestige across age on children's psychological adjustment and parental acceptance

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Children's psychological adjustment has traditionally been examined in relation to parental acceptance and rejection. However, less is known about the role of parental interpersonal power and prestige in explaining differential maternal and paternal contributions. The present study examines whether the interpersonal power and prestige that children attribute to their parents help explain these differential contributions. The sample comprised 913 children aged 9 to 16 years. Children completed the child version of the Parental Power and Prestige Questionnaire (3PQ), the short forms of the Parental Acceptance-Rejection/Control Questionnaire for mothers and fathers (PARQ), and the Personality Assessment Questionnaire (PAQ). Hierarchical multiple regression analyses were conducted. Age was positively associated with maladjustment ($\beta = .23, p < .001$), whereas sex was not significant ($\beta = -.01, p = .72$). Both paternal ($\beta = .34, p < .001$) and maternal acceptance ($\beta = .30, p < .001$) were positively related to children's adjustment across all age groups. Perceived interpersonal power showed a small but significant negative association with adjustment ($\beta = -.14, p < .001$). Age-group analyses indicated that paternal interpersonal power had a direct effect among children aged 9-10 and 13-14 years and moderated the association between paternal acceptance and adjustment in the 13-14 group ($\beta = .89, p = .02$). Prestige effects were limited and age specific. Overall, parental acceptance was consistently associated with children's adjustment regardless of age, whereas the direct and moderating effects of perceived parental power and prestige varied across developmental stages.

Keywords: rejection-acceptance parental; adjustment; children; adolescence; family.

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Perceived parental rejection, subjective stress, and adolescent mental health

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Perceived parental rejection represents a significant risk factor for adolescent mental health problems, yet the distinct roles of maternal (MR) and paternal rejection (PR) remain unclear. This study examined how perceived MR and PR relate to adolescent internalizing and externalizing problems, and whether subjective stress mediates these relationships. Subjective stress was operationalized as adolescents' evaluation of stressors across multiple life domains. Data were collected in the third wave of the Longitudinal Adolescent Stress Study in Zagreb, Croatia, among 1,798 adolescents (60.5% females), aged between 16-19 years ($M=16.8$; $SD=0.69$). Measures included self-reports of perceived MR and PR, subjective stress, and internalizing and externalizing problems. Results showed that both MR and PR, as well as subjective stress, were positively associated with adolescents' internalizing and externalizing problems. Mediation analyses revealed that both MR and PR predicted higher adolescent stress, which in turn was linked to greater internalizing and externalizing problems. Direct effects of MR on internalizing problems were stronger than those of PR, while direct effects on externalizing problems were similar. Indirect effects (IE) via stress were significant for parental rejection for both internalizing (PR: $IE = .0434$, 95% CI [.0358, .0514]; MR: $IE = .0419$, 95% CI [.0337, .0507]) and externalizing problems (PR: $IE = .0185$, 95% CI [.0140, .0234]; MR: $IE = .0181$, 95% CI [.0136, .0232]). These findings highlight stress as a significant, though partial, mechanism linking parental rejection to adolescent mental health problems, particularly internalizing symptoms. Interventions targeting family relationships and adolescents' stress regulation may mitigate these risks.

Keywords: perceived parental rejection; adolescents; internalizing problems; externalizing problems; subjective stress.

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Perceived parental acceptance-rejection and digital empathy in Pakistani youth: the mediating role of digital addiction

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The current study investigated the relationship between perceived parental acceptance rejection, digital addiction, and digital empathy in Pakistani youth. It was hypothesized that parental acceptance-rejection would be positively associated with digital addiction and negatively with digital empathy. It further postulated that digital addiction would mediate the parental acceptance-rejection pathway to digital empathy; along with gender differences across variables. A sample of 150 Pakistani youth (aged 17-24 years; Mage=20.99, SD=2.79), was recruited who completed Urdu versions of the Adult PARQ, the Digital Addiction Scale, and the Digital Communication Empathy Scale. Descriptive analysis revealed that sample was predominantly characterized by high parental acceptance rather than rejection. The results indicated that parental acceptance was significantly positively correlated with digital addiction ($r = .35, p < .01$). Mediation through PROCESS Macro showed that digital addiction significantly mediated the relationship between both paternal acceptance (Indirect Effect=-0.17, 95% CI [-.38, -.03] and maternal acceptance (Indirect Effect=-0.22, 95% CI [-.44, -.04]) on digital empathy. Furthermore, t-test showed that women were higher on digital empathy than men ($t = -2.14, p < .01$). The findings suggested that high parental acceptance, both by father and mother, was likely to manifest their permissive role as parent that is a risk factor for developing digital addiction, which subsequently erodes digital empathy. It highlighted the need of balanced parenting that equates emotional warmth with structured digital monitoring to protect the socio-emotional development of youth.

Keywords: parental acceptance-rejection; digital addiction; digital empathy; mediation analysis; Pakistani youth.

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From perceived spousal rejection to posttraumatic depreciation: the mediating role of maladaptive cognitive emotion regulation

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This study aimed to test the mediating role of maladaptive cognitive emotion regulation strategies in the relationship between perceived spousal rejection and posttraumatic depreciation among married individuals who have a child with special needs. The sample consisted of 205 married individuals aged 23-62 ($M_{age} = 43.57$) with a child with special needs (123 women, 82 men). Data were collected using the Posttraumatic Depreciation Inventory-Short Form, Intimate Adult Relationship Questionnaire-Short Form, the Maladaptive Cognitive Emotion Regulation Strategies Scale, and a Demographic Information Form. Analyses were conducted using total scores. Independent samples t-test and PROCESS Macro Model 4 (5000 bootstrap samples, 95% CI) were employed. Results indicated that perceived spousal rejection, PTSD, and maladaptive cognitive emotion regulation did not significantly differ by spouses' gender ($p > .05$). Perceived spousal rejection significantly predicted PTSD ($B = 0.35, p < .001$). Maladaptive cognitive emotion regulation strategies partially mediated the relationship between perceived spousal rejection and PTSD ($R^2 = .30, F(4, 200) = 21.50, p < .001$; indirect effect = .14, bootse = .03; 95% CI [0.08, 0.20]). Findings suggest that perceived spousal rejection remains a significant predictor of PTSD despite emotion regulation strategies. The results extend Interpersonal Acceptance-Rejection Theory (IPARTheory) to a different population and highlight the importance of addressing perceived spousal rejection in interventions for parents of children with special needs, and provide a basis for examining links with positive constructs such as perceived spousal acceptance, posttraumatic growth, and adaptive emotion regulation.

Keywords: intimate partner rejection; posttraumatic depreciation; maladaptive cognitive emotion regulation strategies.

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The mediating role of psychological (mal)adjustment in the relationship between parental rejection and psychological flexibility

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Drawing upon Interpersonal Acceptance-Rejection Theory (IPARTheory), this study investigated the mediating role of psychological maladjustment in the relationship between perceived parental rejection and psychological flexibility. It was hypothesized that psychological flexibility could enhance adolescents' adjustment by helping them accept perceived rejection. A total of 262 adolescents participated [162 (61.8%) female; 100 (38.2%) males] in this study via online platforms (Mage= 15.78, SD = 1.37) aged 14-18 years. Data were collected using the MPFI-SF, PARQ Child Version (SF) (Mother/Father), and PAQ Child Version. Statistical analyses included descriptive statistics, Pearson correlation, and the SPSS PROCESS macro (Model 4). Findings showed significant gender differences: males scored higher in psychological flexibility, while females reported higher maladjustment. Mediation analysis revealed that psychological maladjustment fully mediated the link between maternal/paternal rejection and psychological flexibility. Furthermore, the models accounted for 22% ($R = .47$, $R^2 = .225$); 20% ($R = .45$, $R^2 = .206$) of the total variance in psychological flexibility for maternal and paternal rejection, respectively. Regarding psychological rigidity, the model accounted for 31% of the variance for both maternal rejection ($R = .56$, $R^2 = .314$); paternal rejection ($R = .56$, $R^2 = .315$). This study contributes to the literature by integrating parental rejection, maladjustment, and flexibility. Results suggest that gender differences are shaped by societal roles, and that rejection impacts flexibility indirectly through maladjustment. This indicates that parental rejection fosters a maladjustive personality structure that restricts flexibility. Findings indicate that maternal and paternal behaviors play a similar determining and mediating role in adolescent psychological rigidity.

Keywords: perceived parental rejection; psychological flexibility; psychological (mal)adjustment; adolescent, Türkiye.

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Between welcome and withdrawal: interpersonal acceptance and rejection in the campus lives of syrian refugee college students

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This is a qualitative study, utilizing the Interpersonal Acceptance-Rejection Theory (IPART) in determining how Syrian refugee college students in Turkey experience interpersonal acceptance and rejection in everyday on and off-campus life. IPART explains how perceived acceptance/warmth or rejection by others shapes one's lifespan development, personality, or social behavior in different interpersonal situations. The theory underscores a universal need for acceptance among people and the negative effects on one's psychological well-being when the person feels rejected. In this study, the theory was applied to a group of Syrian refugee college students' perceived acceptance and rejection by different community groups (i.e., classmates, instructors, others on and off campus). Thirteen students were interviewed. Data were analyzed through a reflexive thematic analysis. Patterns of microaggressions from peers and, less frequently, instructors; instructor-initiated protective practices that help with inclusion; benevolent racism and ethnocentrism on and off campus; and the emotional and identity-related consequences of these interactions emerged. Students reported social exclusion, tokenization, language-related ridicule, and stereotypes (e.g., "handout takers"), as well as moments of support—especially when instructors intervened, adapted language policies, or provided extended time. Interpersonal rejection correlates with silence, withdrawal, and self-surveillance, while acceptance is linked to ease, linguistic fluency, and academic engagement. Coping behaviors ranged from humor and selective silence to building Syrian peer networks and planning for migration to a third country. The presentation will discuss implications, including campus level policies that enhance belonging and reduce vulnerability.

Keywords: Syrian refugee college students; microaggressions; language-based discrimination; benevolent racism; coping.

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Navigating acceptance and rejection in schools: lgb parents' experiences in spain through the lens of IPARTheory

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This qualitative study examines how lesbian, gay, and bisexual (LGB) parents in Spain experience and interpret processes of interpersonal acceptance and rejection within school contexts. The study is based on 20 semi-structured, one-hour online interviews conducted with LGB mothers and fathers of children aged 8 to 18. Data were analyzed through qualitative thematic analysis using a codebook, with pair coding conducted in MAXQDA. Interrater reliability (Cohen's kappa) ranged from .76 to .89, indicating good agreement. Findings suggest that school environments function as relational spaces where perceived acceptance and rejection are continuously negotiated. Parents described cyclical processes of anticipatory concern and hypervigilance, shaped by uncertainty about whether they and their children would be socially recognized or subtly excluded. Experiences of microaggressions, differential treatment, and overt hostility toward children were interpreted as forms of interpersonal and institutional rejection. Even in the absence of explicit discrimination, normative assumptions about family structure contributed to feelings of conditional acceptance. At the same time, parents reported active strategies to foster acceptance, including engagement with teachers, participation in school initiatives, and advocacy for inclusive practices. These efforts illustrate how families respond to perceived rejection not only at the emotional level but also through relational and institutional action. Despite Spain's supportive legal framework, tensions between formal equality and everyday relational dynamics reveal that perceived rejection persists within school contexts. The findings highlight the importance of addressing subtle and systemic forms of rejection in order to promote genuine acceptance and psychological well-being for LGB-parent families.

Keywords: LGB; IPARTheory; schools; parenting; education.

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Sense of relatedness (Resiliency), perceived relationships with parents and teachers and depression in students with and without special educational needs (SEN)

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The present study aimed to explore the complex interactions between the Interpersonal Competence Sense of Relatedness- which is a specific dimension of resiliency, perceived relationship quality (with both parents and teachers), and depressive symptomatology, in children and preadolescents with and without Special Educational Needs (SEN). The study sample of 465 Greek elementary school and Junior High school students (age range 10-14) and their primary teachers, randomly selected from public schools in three prefectures of Crete, with 160 of them facing SEN. Participants were administered: (a) Sense of Relatedness Scale of the Resiliency Scales for Children & Adolescents (RSCA) (b) Parental Acceptance-Rejection Questionnaire - Short Form (Child PARQ mother & father) (c) Teacher Acceptance-Rejection Questionnaire (TARQ) (d) Children's Depression Inventory (CDI) and (e) Teacher's Assessment Questionnaire (TEACH) for students' school functioning and behavioural/emotional screening. Multiple Regression Exploratory Analyses, Confirmatory Factor Analyses (CFA), and Path Analyses were conducted. Results highlighted the impact of the perceived relationship quality with the father, which appeared as more important than the mother's impact on students' depressive affect. Additionally, depressive symptoms of students with SEN were associated with perceived acceptance/rejection by both parents and teachers as compared with those without SEN. Results were discussed in terms of the need for prevention and intervention programs focusing on children's resiliency as well as in valuing and encouraging fatherhood.

Keywords: resiliency; sense of relatedness; paternal/maternal/teacher acceptance/rejection; depressive symptomatology; special educational needs; (SEN).

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Perceived parental acceptance-rejection in childhood and its relationship with rejection sensitivity and self-esteem in adulthood

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Interpersonal Acceptance-Rejection Theory (IPARTheory) conceptualizes parental acceptance and rejection as central to childhood emotional relationships, with lasting effects on psychological development. This study examined associations between perceived parental maternal and paternal acceptance-rejection in childhood, rejection sensitivity, and self-esteem in adulthood, as well as age-related differences in these associations. The sample included 300 adults aged 18–49 years ($M = 34.33$, $SD = 10.48$). Participants completed the Parental Acceptance-Rejection Questionnaire (PARQ/C, Adult Mother and Father versions), IRSS the Interpersonal Rejection Sensitivity Scale, and Rosenberg's Self-Esteem Scale. Perceived maternal and paternal rejection were positively correlated with rejection sensitivity (mother: $r = .46$; father: $r = .49$, $p < .001$) and negatively correlated with self-esteem (mother: $r = -.43$; father: $r = -.47$, $p < .001$). In contrast, parental warmth was associated with lower rejection sensitivity ($r = -.41$ to $-.45$) and higher self-esteem ($r = .44$ to $.48$, $p < .001$). Multiple regression analyses showed that both maternal ($\beta = .31$, $p < .001$) and paternal rejection ($\beta = .36$, $p < .001$) independently predicted higher rejection sensitivity, explaining 38% of its variance ($R^2 = .38$). Similarly, maternal ($\beta = -.28$, $p < .001$) and paternal rejection ($\beta = -.34$, $p < .001$) predicted lower self-esteem ($R^2 = .35$). Age-group comparisons indicated stronger effects in early adulthood. Among participants aged 18–29, paternal rejection had particularly strong correlations with rejection sensitivity ($r = .56$) and self-esteem ($r = -.53$), while associations were moderate for participants aged 30–49 ($r = .39$ and $r = -.37$). Interaction analyses confirmed a significant weakening of parental rejection effects with increasing age ($p < .05$). Findings provide strong support for IPARTheory and demonstrate that childhood experiences of parental acceptance and rejection have enduring psychological effects. However, their influence diminishes across adulthood, suggesting that later interpersonal experiences and life achievements increasingly shape self-esteem and emotional functioning over time.

Keywords: parental acceptance-rejection; rejection sensitivity; self-esteem; adult development; IPARTheory.

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When discipline feels like rejection: rejection as a mediator between physical discipline and resilience

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In Egypt and similar collectivistic cultures, parental beliefs around the benefits of physical discipline remain prevalent. The objectives of this study were twofold: (1) to explore the impact of childhood physical discipline on resilience levels in adulthood, and (2) to examine whether physical discipline is often perceived as rejection, thereby allowing rejection to mediate the relationship between physical discipline and resilience levels. The sample consisted of 490 respondents. As per the inclusion criteria, all participants were Egyptian. Participants completed the physical discipline subscale of the Child Discipline Scale (CDS), which was specifically developed for this project to outline culturally-relevant methods of physical discipline. They also completed the short version of the adult Parental Acceptance-Rejection Questionnaire (PARQ), and the Brief Resilience Scale (BRS). Results of the study indicated that perceptions of both maternal (indirect effect = -0.0121, 95% CI [-0.0203, -0.0040]) and paternal rejection (indirect effect = -0.0124, 95% CI [-0.0196, -0.0053]) fully mediated the relationship between physical discipline and resilience. Experiencing physical discipline in childhood was predictive of high perceptions of rejection, which in turn predicted lower resilience levels. Importantly, no direct relationship between physical discipline and resilience levels emerged when controlling for perceptions of rejection. Implications of these findings on parenting programs in Egypt and other collectivistic cultures are further discussed.

Keywords: physical discipline; rejection; resilience; IPARTheory; PARQ.

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Burnout as a predictor of attention deficits and psychological maladjustment in medical students in Pakistan

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Studying burnout, psychological maladjustment, and attention deficits in medical students is vital for their stability, as IPARTheory's personality sub-theory links psychological maladjustment to maladaptive outcomes. The objectives were to (i) explore the predictive relationship between burnout, psychological maladjustment and attention deficits and to (ii) explore gender-wise and institutions-wise differences regarding study variables in medical students in Pakistan. A sample of (N=450) medical students (Mean_{age}=20.36;SD =1.54) was recruited from private and public colleges of the University of Health Sciences, Lahore using a correlational research design. A Self-Report Burnout Inventory for Doctors ($\alpha = .92$), Personality Assessment Questionnaire ($\alpha = .82$) and Attention Deficit Questionnaire ($\alpha = .84$) were used to measure burnout, psychological maladjustment and attention deficits respectively. Multiple regression analyses (enter method) revealed that burnout emerged as a significant predictor of psychological maladjustment and attention deficits with model fit for psychological maladjustment ($\beta = .44^{***}$; $F=54.82$; $p<.001$) and for attention deficits ($\beta=.56^{***}$; $F=102.55$; $p<.001$). Independent t-tests revealed that female students had significant higher mean scores on psychological maladjustment ($M=49.79$; $SD=8.22$; $t= -4.58$; $p<.001$) and on burnout ($M=69.41$; $SD=16.15$; $t= -7.96$; $p<.01$), as compared to males. Students of private medical colleges had higher mean scores on burnout ($M=73.25$; $SD=12.04$; $t= -7.79$; $p<.001$) whereas students of public medical college had higher mean scores on psychological maladjustment ($M=51.32$; $SD=9.73$; $t= 6.36$; $p<.001$) and attention deficits ($M=37.24$; $SD=3.69$; $t= 3.92$; $p<.001$). This study highlights how identifying burnout, psychological maladjustment, and attention deficits in medical students can prevent burnout syndrome and productivity loss, consistent with IPARTheory.

Keywords: burnout; attention deficits; psychological maladjustment; medical students.

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Interactions between kindergarten teachers and parents in cases of known or suspected child sexual abuse: barriers, coping styles, and socio-cultural influences

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This study, which is based on Ronald P. Rohner's theory, extends it from family and intimate relationships to professional-institutional interactions in early childhood education. IPAR posits that perceived acceptance or rejection in significant relationships shapes emotional regulation, defensive functioning, and behavioral responses. I argue that in child sexual abuse (CSA) cases, parent-teacher interactions constitute a psychologically significant relational arena in which perceived rejection may directly influence professional judgment and reporting practices. Using purposive sampling, 31 Jewish and Arab kindergarten teachers were recruited through professional networks. Semi-structured, in-depth interviews explored teachers' experiences of interactions with parents in known or suspected CSA situations. Interviews were transcribed verbatim and analyzed through reflexive thematic analysis. Three interrelated themes emerged: (1) intrapersonal and interpersonal complexities framing parent-teacher encounters; (2) intense negative affect, including fear, shame, and perceived hostility; and (3) unstable and sometimes conflicting coping strategies—active engagement, cautious positioning, and avoidance. Extending IPAR conceptually, findings indicate that perceived parental rejection—whether overt or subtle—elicits defensive and neutralization mechanisms that operate not only intrapsychically but also institutionally, shaping motivational barriers to mandatory reporting. The construction of parallel negative emotional fronts suggests that acceptance rejection dynamics can become reciprocal and structurally embedded. By theorizing professional reporting as influenced by acceptance-rejection processes, the study broadens IPAR's explanatory scope and highlights the role of relational meaning-making in institutional child-protection practices.

Keywords: CSA; early childhood; teacher-parent interaction; community influences; reporting barriers.

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Tracing the relational consequences of parental rejection: an IPARTheory-based model of psychological intimate partner violence

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Parental Acceptance-Rejection Theory (IPARTheory) suggests that perceived parental rejection contributes to hostility/aggression and diminished self-esteem, shaping later relational functioning. This study tested a mediation model linking perceived parental acceptance-rejection in childhood to psychological intimate partner violence (IPV) in adulthood. Participants were 312 adults (68% women; 52% married; Mage = 28.4, SD = 6.7) currently married or in a romantic relationship. Measures included the Adult Parental Acceptance Rejection Questionnaire, hostility/aggression and self-esteem subscales of the Personality Assessment Questionnaire, and validated psychological IPV perpetration and victimization scales. Mediation analyses were conducted using Hayes' PROCESS Macro (Model 4) with 5,000 bootstrap samples. Preliminary results indicated that perceived parental rejection significantly predicted both psychological IPV perpetration ($\beta = .24$, 95% CI [.12, .36], $p < .001$) and victimization ($\beta = .21$, 95% CI [.10, .32], $p < .001$). Two indirect pathways emerged. First, the hostility/aggression pathway significantly predicted perpetration (indirect $\beta = .09$, 95% CI [.04, .16]), representing a small-to-moderate effect. Second, the self-esteem pathway significantly predicted victimization (indirect $\beta = .07$, 95% CI [.03, .12]), reflecting a small effect. Both indirect effects remained significant after controlling for age and relationship length. These findings extend IPARTheory to intimate relationships by identifying psychological mechanisms through which early parental rejection exerts long-term influence. Results underscore the importance of targeting hostility regulation and self worth in prevention and intervention efforts addressing psychological IPV.

Keywords: parental acceptance-rejection; psychological intimate partner violence; hostility and aggression; self-esteem; IPARTheory.

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Parental acceptance and rejection as predictors of adult attachment: evidence from a large spanish-speaking sample

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Adult attachment research has traditionally centered on western cultures, thereby limiting the cultural generalizability of existing models. This study examines the associations between perceived parental care, control, acceptance, and rejection, and adult attachment dimensions in a heterogeneous Spanish-speaking sample. Specifically, it integrated the Interpersonal Acceptance-Rejection Theory (IPARTheory), allowing a better understanding of individuals' perceptions of parental warmth and rejection and a more nuanced interpretation of how early experiences contribute to adult attachment patterns. A total of 554 participants from different countries (89.9% from Latin America) completed the Parental Bonding Instrument (PBI), the Parental Acceptance-Rejection Questionnaire (PARQ), the Attachment Style Questionnaire (ASQ), and the Experiences in Close Relationships-Revised (ECR-R). The results confirmed prior literature: higher parental warmth was linked to lower attachment-related anxiety and avoidance, whereas parental rejection and psychological control were associated with greater relational insecurity. Effect sizes fell within the small-to-moderate range, with paternal rejection assessed through the PARQ emerging as the strongest and most consistent correlation of anxiety and avoidance. Instrument-level analyses indicated that the PARQ captures broader and more relationally meaningful aspects of early parental experiences than the PBI. Gender differences also emerged, with women (68.6%) reporting greater relational insecurity, with paternal rejection showing more robust associations with adult attachment dimensions. Although not designed as a

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strict cross-cultural comparison, the study provides a valuable foundation for future transcultural analyses. Overall, these findings reinforce a dimensional perspective on attachment and highlight parental rejection as a critical relational factor shaping adult attachment.

Keywords: parental rejection; parental acceptance; cross-cultural; latin america; attachment.

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Relational trust as a mediator between parental and partner acceptance rejection: gender- and parent-specific effects

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Interpersonal Acceptance-Rejection Theory (IPARTheory) and Attachment theory converge in predicting that the quality of early parental experiences contributes to the development of relatively stable relational expectations that guide perceptions and behaviours in later relationships. Building on this premise, the present study examined whether relational trust, that is positive expectations about significant others, mediates the association between perceived parental rejection and perceived partner rejection, and whether these associations differ by gender. We hypothesised that higher perceived parental rejection would be associated with lower relational trust, which in turn would predict higher perceived partner rejection. A sample of 108 adults (18-66 years; 50% females), in a current/recent relationship, completed measures of perceived maternal and paternal rejection (PARQ), relational trust (ASQ), and a perceived partner rejection (IPARQ). To better isolate parent-specific effects and reduce multicollinearity between maternal and paternal rejection, multigroup path analyses, comparing men and women, were conducted separately for maternal and paternal rejection. Results revealed a cross-parent, cross-gender pattern in the prediction of relational trust: maternal rejection was negatively associated with relational trust among men ($\beta = -.29$, $p = .034$), whereas paternal rejection was negatively associated with relational trust among women ($\beta = -.45$, $p = .007$). Relational trust, in turn, was consistently associated with lower perceived partner rejection across all models. Finally, a significant indirect effect of paternal rejection on partner rejection emerged only for women (indirect effect = .16, 95%CI [.001;.415]). Findings align with IPARTheory and attachment frameworks, while indicating gender differentiated effects of early relational experiences on adult intimate perceptions.

Keywords: partner acceptance-rejection; maternal and paternal acceptance-rejection; relational trust; IPARtheory; attachment.

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Maternal and paternal rejection as predictors of partner rejection in romantic dyads: an actor-partner interdependence model analysis

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Grounded in Interpersonal Acceptance-Rejection Theory (IPARTheory), this dyadic study investigated how memories of maternal and paternal rejection during childhood are associated with perceptions of rejection from one's current romantic partner. Using the Actor-Partner Interdependence Model (APIM), data from 100 heterosexual couples ($N = 200$; age range 19-36 years) were analysed. The couples observed have been in a relationship for a minimum of 6 months to a maximum of 14 years. Each participant completed measures of maternal rejection (Parental Acceptance Rejection Questionnaire; PARQ), paternal rejection (PARQ), and partner rejection (Intimate Partner Acceptance-Rejection Questionnaire; IPARQ). Structural equation modelling estimated actor effects (one's own parents predicting one's own partner rejection) and partner effects (one's own parents predicting the partner's partner rejection). Results revealed gender-specific pathways. For maternal rejection, a significant actor effect emerged for women ($b = 0.957, p < .001, \beta = .550$) but not for men. For paternal rejection, a significant actor effect emerged for men ($b = 0.393, p = .030, \beta = .249$) but not for women. No significant partner effects were found. A significant distinguishability test confirmed gender as a distinguishing factor, $\chi^2(10) = 21.93, p = .015$. Residual dyadic interdependence was significant, $ICC = .497, p < .001$, indicating partners' rejection perceptions are linked beyond measured predictors. Findings support IPARTheory's continuity postulate, suggesting early experiences with the same-sex parent shape adult romantic perception. The significant interdependence highlights that rejection perceptions are co-constructed within the couple system, underscoring the need for systemic approaches in clinical intervention.

Keywords: IPARTheory; APIM; dyadic data analysis; parental rejection; couple relationships.

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Dating violence in university students: the role of intimate partner acceptance rejection, attachment, and resilience

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Dating violence remains a relevant concern in university populations. Grounded in IPARTheory, this study examined how perceived intimate partner acceptance-rejection relates to romantic attachment, resilience, and dating violence among 83 Portuguese university students. Participants completed the Experiences in Close Relationships questionnaire (ECR), the Resilience Scale for Adults (ERA), the Intimate Partner Acceptance-Rejection Questionnaire (IPARQ), and the Intimate Partner Violence Inventory (IVC). Results showed a selective, rather than generalized, pattern of associations between intimate partner acceptance rejection and dating violence. Perpetrated abusive behaviors were positively associated with perceived partner hostility ($\rho = .259$, $p = .018$), whereas victimization was positively associated with undifferentiated partner rejection ($\rho = .239$, $p = .030$). Higher global perceived partner rejection was also associated with attachment avoidance ($\rho = .516$, $p < .001$) and attachment anxiety ($\rho = .244$, $p = .026$), and negatively associated with resilience ($\rho = -.231$, $p = .035$). Female participants reported higher victimization than male participants, $t(80) = 2.608$, $p = .011$. Overall, findings suggest that intimate partner acceptance-rejection is relevant to dating violence, mainly through specific rejection-related dimensions, while broader perceived partner rejection is linked to higher attachment insecurity and lower resilience. These results support the usefulness of IPARTheory for understanding vulnerability in young adults' intimate relationships and offer relevant clues for psychological intervention in this context.

Keywords: intimate partner acceptance-rejection; dating violence; attachment; resilience; university students.

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When partner support backfires: parenting among mothers with trauma histories

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Interpersonal Acceptance-Rejection Theory proposes that adults' psychological adjustment and parenting behaviors are shaped by how they recall their parents' warmth or rejection. According to Rohner, parental acceptance includes affection, care, comfort, concern, nurturance, support, and love. This study examined whether mothers' recollections of childhood emotional abuse predict their parenting style—specifically, accepting versus rejecting parenting—and their caregiving tendencies, ranging from sensitive and responsive to anxious or avoidant. We hypothesized that perceived spousal support would moderate the link between childhood emotional abuse and parenting characterized by warmth versus rejection. Participants were 198 mothers aged 23-45, each raising one to five children. They completed the Parental Acceptance-Rejection Questionnaire, the Childhood Trauma Questionnaire, the Caregiving System Functioning Questionnaire, and the Spousal Support Questionnaire. Results revealed that recollections of childhood emotional abuse were associated with more rejecting parenting and insecure caregiving. Hierarchical regression predicting maternal warmth showed that avoidant caregiving had a particularly strong effect. Moderation analyses using the PROCESS procedure revealed an unexpected pattern: among mothers with avoidant caregiving tendencies, higher perceived spousal support was linked to lower maternal warmth and acceptance. For avoidant mothers, partner support may paradoxically intensify rejecting parenting behaviors rather than buffer against them. These findings underscore the importance of considering trauma histories and attachment-related processes when promoting accepting parenting. Although spousal support is typically beneficial, it may be insufficient—or even counterproductive—for mothers with avoidant caregiving tendencies. Interventions should therefore integrate both the mother's caregiving behaviors and their early experiences of emotional abuse.

Keywords: parental acceptance-rejection; childhood emotional abuse; caregiving system functioning; spousal support.

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Family and contextual characteristics of affective copers: a qualitative study of croatian students

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The coping subtheory of the IPARTheory seeks to explain why some individuals who have experienced high parental rejection demonstrate good psychological adjustment in adulthood. Although the specific mechanisms underlying affective coping remain unclear, it is proposed to depend on the interaction of self, other, and context (Rohner, 2021). This study focused on the latter two elements, aiming to identify family and contextual characteristics of copers and non-copers. The sample included 20 Croatian students (10 copers and 10 non-copers), 90% of whom were women, with a mean age of 23.00 years ($SD = 4.365$). The PARQ and PAQ questionnaires were administered to identify copers/non-copers, followed by semi structured clinical interviews. Transcripts were analyzed using thematic analysis. Copers more frequently reported protective relational ("warm and supportive mother") and contextual resources ("quality leisure time in childhood") despite experiences of rejection. In contrast, non-copers described more intense rejection from their parents ("hostile/unavailable father", "hostile and emotionally unstable mother"), more conflicts among family members ("unequal parental treatment of siblings" intense "parental conflict"), and additional stressors ("interpersonal rejection and trauma", "stress and instability in childhood"). These findings suggest that affective coping may be facilitated by compensatory relational warmth and stable contextual experiences, whereas cumulative stressors and intensified family conflict may increase vulnerability to maladjustment. This study contributes to a more precise understanding of the interpersonal and contextual elements involved in affective coping, and highlights potential targets for preventive and family-based interventions. Given the qualitative design and small sample, further quantitative research is needed.

Keywords: parental rejection; affective coping; family; context; qualitative study.

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Shades of rejection: colorism and ipartheory in south asian families

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This paper introduces a theoretical framework that explores the intersection of colorism and parental acceptance-rejection within South Asian communities. Drawing from IPARTheory, the framework examines how skin tone biases which are rooted in historical, cultural, and media-driven ideals can shape parenting behaviors and emotional dynamics in South Asian families. Colorism is related to the larger systematic oppression of people of color worldwide and is inherently a tool of racial socialization due to the fact that the presence of light skin is predominantly symbolic of high social status. Past research has found that colorism can be especially detrimental to women when it occurs within intragroup contexts. In many South Asian households, lighter skin is often associated with beauty, success, and social mobility, while darker skin may be stigmatized, leading to differential treatment among siblings and children. This framework posits that such colorist attitudes can influence parental warmth, discipline, and emotional availability, contributing to long-term psychological outcomes. By situating colorism within the broader context of intergenerational trauma and identity formation, the paper offers a lens for understanding how internalized biases perpetuate cycles of rejection and acceptance. The framework aims to guide future empirical research and inform culturally sensitive interventions that address the nuanced impacts of colorism on family relationships and child development.

Keywords: IPARTheory; colorism; South Asian families; stigma; identity formation.

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It takes a village: the relationship between social support, perceived stress, and child acceptance-rejection

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Social baseline theory (SBT) suggests that the brain construes social resources as bioenergetic resources. As such, social support is often expected to reduce stress levels and improve overall well-being. This study aims to examine the implications of this theory in the context of parenting. Specifically, the study explores whether social support can significantly predict reduced parental rejection of children as mediated by reduced perceived stress. Study participants were Egyptian parents of children aged 2-12 years. 477 respondents with a mean age of 37.80 ($SD = 5.76$) met the inclusion criteria. Participants completed the Multidimensional Scale of Perceived Social Support (MSPSS) to measure social support, the Perceived Stress Scale (PSS) to measure stress levels, and the short parent version of the Parental Acceptance-Rejection Questionnaire (PARQ-Control) to measure parents' rejection of their children. Results indicated that perceived stress partially mediated the relationship between social support and parental rejection of their child (indirect effect = -0.4204 , 95% CI $[-0.7387, -0.1387]$). Specifically, higher levels of social support were associated with lower stress, which in turn predicted lower parental rejection. Additionally, social support directly predicted lower rejection of the child within this model. These findings support SBT and its relevance to parenting, highlighting the crucial role of relational support in shaping the parenting experience. They also have important implications for individualistic approaches to parenting, which may inadvertently increase the burden of parenting and the likelihood of child rejection.

Keywords: social support; interpersonal acceptance-rejection; stress; parenting; Egypt.

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Reciprocal associations between sibling relationship quality, sibling violence and child-to-parent violence

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This longitudinal study, grounded in Interpersonal Acceptance-Rejection Theory (IPARTheory), examined the reciprocal relationship between sibling violence (SV), child-to-parent violence (CPV), and sibling relationship quality. The main objectives were: (1) to analyse the reciprocal associations between SV and CPV, (2) to examine the impact of sibling relationships quality –warmth and conflict– in the occurrence of both forms of violence, and (3) to analyse how SV and CPV affects the sibling relationship quality. Measurement invariance across gender and birth order was explored. The sample included 659 adolescents (49.2% girls, Mage = 14.66, SD = 2.25) from eight educational centers in Bizkaia (Spain), who completed self report questionnaires at two time points six months apart. A longitudinal cross-lagged path analyses was estimated, showing excellent fit in the most parsimonious solution. Results indicated that sibling conflict predicted subsequent SV perpetration ($\beta = .104$, $p = .015$) and victimization ($\beta = .092$, $p = .020$). Moreover, SV victimization predicted increases in both sibling conflict ($\beta = .135$, $p < .001$) and SV perpetration ($\beta = .294$, $p < .001$), suggesting a bidirectional pattern. Finally, SV perpetration predicted a marginally significant increase of CPV ($\beta = .109$, $p = .051$), which suggests a coexistence between both forms of violence. Partial invariance across gender and birth order indicates that these associations may differ depending on these characteristics. Consistent with IPARTheory, results highlight sibling conflict as a key relational risk factor and support early family-based interventions aimed at improving sibling relationship quality to prevent the escalation and interconnection of family violence.

Keywords: sibling relationship; child-to-parent violence; interpersonal acceptance-rejection theory; longitudinal study.

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Perceived parental rejection and psychological maladjustment among female survivors of domestic violence

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IPARTheory emphasizes the enduring impact of early emotional relationships with parents on psychological development and adjustment across the lifespan. While parental acceptance-rejection has been widely studied, the specific role of perceived paternal rejection in the formation of abusive intimate relationships in adulthood remains insufficiently explored. The aim of the present study was to examine perceived parental acceptance-rejection in childhood among female survivors of domestic violence compared to women not exposed to violence, and to explore its association with psychological maladjustment in adulthood. The sample consisted of 60 adult women aged 23-58 years ($M=37.95$, $SD=8.10$), divided into an experimental group of domestic violence survivors ($n=30$) and a matched control group ($n=30$). Data were collected using the PARQ/C, Adult Mother and Father Versions and the PAQ, Adult. Results revealed that women survivors of domestic violence perceived both maternal and paternal relationships as significantly more rejecting compared to the control group, with paternal rejection being notably higher than maternal rejection ($t=2.874$, $p=0.008$). Survivors reported significantly higher levels of psychological maladjustment than controls ($t=-5.068$, $p<0.001$). Perceived parental rejection was positively correlated with psychological maladjustment in both groups (mother: $r=0.494$, $p=0.006$; father: $r=0.458$, $p=0.011$ in the survivor group). These findings highlight the unique and pronounced role of perceived paternal rejection in childhood as a potential risk factor for psychological maladjustment and engagement in abusive relationships in adulthood, supporting core propositions of IPARTheory.

Keywords: IPARTheory; paternal acceptance-rejection; domestic violence; psychological maladjustment; parental relationships.

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Being a good parent today: a qualitative study of intensive parenting norms across child development stages

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Parenthood is widely recognized as one of the most significant life roles. Yet in contemporary societies, it is increasingly shaped by the principles of intensive parenting, an ideology that promotes constant involvement, emotional dedication, and substantial investment of time, energy, and financial resources in children. Although rooted in the aspiration to be a “good parent,” these expectations often create unrealistic standards and pressures that may compromise the well-being of both parents and children. This study examines how Croatian parents of children in early childhood, middle childhood, and adolescence understand the ideal of the “good parent,” perceive societal expectations, and navigate the emotional and practical demands associated with intensive parenting. Drawing on nine focus groups conducted across three Croatian regions (N = 52 parents), we employed thematic analysis to identify shared and developmentally specific patterns in parental experiences. Four overarching themes were described: (1) the ideal of the good parent, characterized by warmth, presence, and self-reflection; (2) societal expectations and pressures, including gendered inequalities, performance-oriented norms, and logistical demands; (3) parental perfectionism, emotional strain, and burnout; and (4) reliance on experts, intuition, and personal experience when navigating parenting challenges. Across all groups, parents described simultaneously internalizing and questioning intensive parenting norms, striving to balance societal expectations with their own values and realistic family capacities. These findings highlight the emotional and cognitive load associated with contemporary parenting and underscore the need to situate parenting practices within broader cultural and developmental contexts.

Keywords: intensive parenting; parental experiences; societal expectations; qualitative research; focus groups.

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Childhood trauma and intimate partner violence revictimization: the mediating role of partner dependency and anxious attachment

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Intimate partner violence (IPV) is a global problem that has been widely studied in relation to its risk factors. One of the most studied risk factors has been childhood trauma in the form of neglect, violence, and rejection by parents. From the IPARTheory perspective, this perception of rejection has an impact on psychological development and personality, which in adulthood translates, among other things, into emotional dependence on a partner and heightened anxiety about potential separation, both risk factors for both victimization and revictimization in cases of gender-based violence. The aim of this study is to analyze, in a sample of women revictimized by IPV in the Community of Madrid and actively participating in the Comprehensive Monitoring System for Gender Violence Cases (VioGén) (n=245), the relationship between childhood trauma and revictimization, considering the mediating role of anxious attachment and partner dependency. The results show a full mediation, indicating that childhood trauma predicts revictimization through its effect on anxious attachment and partner dependency ($\beta=.003$, $p<.05$). These findings are in line with IPARTheory and underscore the importance of considering these mediating variables in both protective interventions and clinical practice. Early identification of these variables may help predict the severity of IPV cases and guide preventive interventions aimed at reducing revictimization among women with childhood trauma.

Keywords: revictimization in intimate partner violence; childhood trauma; partner dependency; anxious attachment; mediation model.

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Reciprocal relationships between parental acceptance-rejection, child disclosure and psychological well-being in adolescence: a three-wave longitudinal study

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According to the IPARTheory, parental acceptance and rejection play a crucial role in adolescents' adjustment, abilities, and personality. Studies worldwide suggest that when children feel rejected, the parent-child dyad is at risk of a poor attachment relationship, and the child may be more likely to experience psychosocial maladaptation. During adolescence, increasing activities without parental supervision, family communication and parental monitoring represent key protective factors. In particular, spontaneous child disclosure is associated with positive parenting and lower levels of adolescent conduct problems. The current study aims to investigate the reciprocal relationships between parental acceptance-rejection, child disclosure and psychological well-being in adolescence over time. The study used three-wave longitudinal data from 570 adolescents in Naples, Southern Italy (48.4% girls; Mage=14.23). At each wave, participants completed self-report measures of perceived parental rejection, child disclosure, and psychological well-being. A cross-lagged panel model examined reciprocal associations among the variables, controlling for gender. The model showed good fit ($\chi^2(15) = 27.71, p = .02, RMSEA = .04(.01; .06), TLI = .98, CFI = .99$). Parental rejection was reciprocally and negatively associated with both child disclosure and psychological well-being across time points. Child disclosure and psychological well-being were reciprocally and positively associated at all waves, except for the path from well-being at T2 to disclosure at T3. Moreover, parental rejection at T1 had a negative indirect effect on psychological well-being at T3 through child disclosure at T2. Overall, the findings highlight reciprocal family processes and emphasize the importance of fostering high-quality parent-adolescent relationships and communication to support adolescent well-being.

Keywords: Parental rejection, child disclosure, well-being, family interaction

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Interpersonal rejection and the timing of renewed victimization: period of elevated revictimization risk after ipv complaints

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Grounded in IPARTheory, which highlights the psychological and relational consequences of interpersonal rejection and violence, this study examines the temporal dynamics of revictimization risk following an initial intimate partner violence (IPV) complaint. From this theoretical perspective, continued exposure to rejection, coercion, and aggression may sustain vulnerability during specific post-report periods, making the timing of institutional responses especially relevant. The study was conducted with 338 women from the Community of Madrid (aged 18-69 years; $M = 38.13$, $SD = 11.15$; mode = 30) registered in Spain's Gender Violence Monitoring System (VioGén). All participants had filed at least one formal complaint against an intimate partner aggressor. Complaint histories were analyzed from the moment of entry into the VioGén system, with particular attention to identifying the temporal window of greatest risk for filing a subsequent complaint. Kaplan-Meier survival tables and event-history analyses were used to estimate revictimization risk over a follow-up period of up to 17 years. Results indicate that 31.4% of women filed a new complaint within 12 months of the initial report, increasing to 34.1% at 18 months, 37.1% at 24 months, 41.4% at 36 months, and 42.6% at 48 months. Subsequent events were rare. The cumulative hazard function shows a pronounced increase in the likelihood of filing a new complaint during the first 20 months following the initial report. Consistent with IPARTheory, these findings suggest that early post-complaint periods may reflect sustained psychological and relational vulnerability linked to prior patterns of rejection and aggression.

Keywords: Intimate partner violence; partner rejection; gender-based violence; revictimization, IPARTheory.

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Patterns of help-seeking and psychological distress following intimate partner violence: relational vulnerability and regulatory perspectives

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IPARTheory conceptualizes intimate partner violence as a sustained context of perceived interpersonal rejection that undermines emotional security, self-worth, and regulatory capacity. Recurrent experiences of coercion, humiliation, and aggression are expected to shape internal working models of self and others and to activate defensive regulatory strategies. From this perspective, help-seeking behaviors can be understood not merely as instrumental decisions but as relational regulatory responses to chronic rejection. This study examined whether distinct help-seeking profiles reflect differentiated patterns of psychological adjustment among women exposed to gender-based violence. The sample comprised 338 women from the Community of Madrid (aged 18–69 years; $M = 38.13$, $SD = 11.15$) registered in Spain's Gender Violence Monitoring System (VioGén). Help-seeking behaviors prior to filing a complaint and obtaining a restraining order were analyzed. A latent class analysis identified profiles across eight behaviors, including informal support (family, friends, colleagues), formal support, and legal actions. Three profiles emerged: a "highly active" group (44%) mobilizing resources across domains; a "legal resources" group (45%) relying primarily on institutional channels; and a "non-seeking" group (11%) reporting no help-seeking. Consistent with IPARTheory, class membership was differentially associated with psychological distress. Highly active women reported elevated anxiety and posttraumatic stress symptoms, whereas non-seeking women exhibited higher depressive symptoms. These findings frame help-seeking as an indicator of relational regulatory functioning following chronic interpersonal rejection and underscore the importance of interventions tailored to distinct regulatory profiles.

Keywords: intimate partner violence; gender-based violence; help seeking; sustained rejection; regulatory responses.

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Contemporary parenting: expectations, investment, and balancing between freedom and control

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Contemporary parenting is shaped by rising societal expectations, intensive parental investment, and strong emphasis on responsibility for children's developmental outcomes. From the perspective of the Interpersonal Acceptance-Rejection Theory (IPARTheory), these expectations influence how parents interpret their role in providing support, autonomy, and appropriate behavioral control. In the context of the IPARTheory, it could be discussed that parental warmth and acceptance expressed in the form of overprotection and intensive investment in child could be maladaptive. This qualitative study was conducted with the aim to explore how Croatian parents experience and make sense of key dimensions of intensive parenting, including granting autonomy, investing time and resources, meeting expectations of constant availability, and involving children in organized activities. Specifically, the aim was to understand how parents negotiate between autonomy and control and how they balance their own and their children's needs. Nine focus groups were conducted in three Croatian cities, including 52 parents of children in early and middle childhood and adolescence. Thematic analysis of the transcripts identified several interconnected themes reflecting parental experiences related to intensive parenting. Parents reported striving to foster children's independence while simultaneously protecting them from perceived risks. They described strong pressure to invest substantial time and resources, remain constantly available, and ensure children's participation in structured activities. Parents also highlighted ongoing dilemmas between supporting development and avoiding overburdening their children. The findings contribute to understanding contemporary parenting by illustrating how parents interpret prevailing societal expectations regarding intensive parental investment and reflect on their everyday parental practices.

Keywords: intensive parenting; parental investment; parental control; organized activities; qualitative study.

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Protective factors of child-to-parent violence: the predictive role of individual and family variables according to reports from adolescents and parents

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Child-to-parent violence (CPV) is a form of family violence that significantly affects the entire family environment. While previous research has mainly focused on identifying risk factors for CPV, evidence on protective factors that may inform prevention and intervention efforts remains limited. Accordingly, the main objective of this longitudinal study was to identify individual and family CPV protective factors, considering reports from both adolescents and parents, within the interpersonal acceptance-rejection theory (IPARTheory) framework. Participants were 992 adolescents (47.3% girls; $M_{age}=14.74$; $SD=1.89$) and a subsample of their parents ($N=144$; 81.9% mothers; $M_{age}=48.52$; $SD=3.80$) from Bizkaia (Spain) who were assessed at two time-points (T1 and T2) one-year apart. The results showed that, after controlling for T1 CPV, T1 adolescents' resilience ($\beta=-0.08$, $p=.049$), perceived effectiveness in parental discipline ($\beta=-0.14$, $p<.001$), and perceived value of parental authority ($\beta=-0.06$, $p=.047$) were the best set of predictors of lower T2 CPV according to adolescents' reports. Furthermore, according to parents' reports, T1 mindful parenting (specifically, listening with full attention, $\beta=-0.16$, $p=.016$) and parental reflective functioning (specifically, pre-mentalizing modes, $\beta=-0.12$, $p=.047$) emerged as the strongest parental predictors of reduced T2 CPV. These findings highlight the protective role of adolescents' personal resources and parenting practices characterized by acceptance, emotional availability, and sensitivity to adolescents' inner world, supporting IPARTheory and informing theory-driven CPV prevention. Strengthening adolescents' resilience and training parents' positive, mindful, and reflective skills can serve as effective preventive strategies to boost perceived parental acceptance and reduce feelings of interpersonal rejection within the family.

Keywords: child-to-parent violence, family violence, protective factors, resilience, parenting.

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From warmth to conflict: latent profiles of sibling relationship and their association with child-to-parent violence

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The sibling relationship is one of the most significant experiences for socio-emotional development during adolescence. According to the Interpersonal Acceptance-Rejection Theory (IPARTheory), the perception of acceptance or rejection by a sibling could affect the relationship with parental figures. Thus, the present study aimed to examine whether different sibling relationships types are associated with child-to-parent violence (CPV). Two specific goals were addressed: (1) to identify sibling relational profiles based on adolescents' scores on sibling relationship warmth, sibling relationship conflict, and sibling violence (SV) perpetration and victimization; and (2) to analyse differences in CPV across these profiles. Participants were 766 adolescents (51% girls, Mage = 14.75, SD = 2.32) from eight educational centers in Bizkaia (Spain) who completed self-report questionnaires. Latent profile analysis identified a three-profile solution based on statistical criteria and theoretical interpretability: (a) warm relationship (64.6%), characterised by high warmth and low conflict and SV (perpetration and victimization); (b) ambivalent relationship (24.9%), with moderate scores across all variables; and (c) conflictive relationship (10.5%), marked by high levels of conflict and SV (perpetration and victimization), and slightly lower warmth. One-way ANOVA revealed significant differences in CPV across sibling relationship profiles: $F(2, 753) = 58.72, p < .001, \eta^2 = .14$. Games Howell post hoc test indicated that adolescents in ambivalent and conflictive relationship profiles reported significantly higher CPV levels than those in the warm profile. These findings reinforce the applicability of IPARTheory in explaining how experiences of rejection by siblings can significantly influence the generalisation of aggression towards parental figures.

Keywords: sibling relationship, child-to-parent violence, interpersonal acceptance-rejection theory, latent profile analysis.

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The role of parental acceptance-rejection and control in child-to-parent violence from adolescents' perspective

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The influence of parenting on children's behavior has been widely demonstrated in scientific literature. Traditionally, authoritarian and permissive parenting styles have been linked to child-to-parent violence (CPV). However, the need to analyze specific dimensions of parenting (parental acceptance-rejection and control) has been emphasized. The objective of this study was to analyze the predictive role of the dimensions of parental acceptance-rejection and parental control in CPV towards both parents. 659 Spanish adolescents (46% boys and 54% girls; Mage = 15.33; SD = 1.45) participated and completed the adaptation of the Child-Parental Acceptance-Rejection/Control Questionnaire in Spanish child and adolescent population (Child-PARQ/Control) and the Child-to-parent Violence Questionnaire (CPV-Q). The results show that CPV toward both the mother and the father was negatively and significantly associated with perceived warmth/affection, and positively and significantly associated with perceived hostility/aggression, perceived indifference/neglect, and perceived undifferentiated rejection. Regression analyses showed that perceived indifference/neglect was the only significant predictor of violence toward the father ($\beta = .142$, $p < .001$) and toward the mother ($\beta = .177$, $p < .001$). These findings indicate that CPV is associated with low perceived warmth/affection and high perceived hostility/aggression, indifference/neglect, and undifferentiated rejection. Furthermore, perceived indifference/neglect emerged as the main parenting practice that explains CPV toward the father and toward the mother. In conclusion, the results support the usefulness of Interpersonal Acceptance/Rejection Theory (IPARTheory) for understanding violence toward parents.

Keywords: child-to-parent violence, parental acceptance-rejection, parental control, IPARTheory, adolescents.

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Examining the perception of parental power and prestige in child-to-parent violence cases

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From the Interpersonal Acceptance-Rejection Theory (IPARTheory), the parental power and prestige are key variables for the psychological adjustment of children and their satisfaction with the family functioning. However, to date no studies have examined their role in the context of child-to-parent violence (CPV). This study examines the differences in the perception of parental power and prestige according to CPV, in a sample of 359 Spanish young adults (18-25 years, 61% women) using the Child-to-Parent Violence Questionnaire (CPV-Q) and The Questionnaire of Parental Power and Prestige (3PQ). Both variables were analyzed as categorical: parental power and prestige (mother>father /equal / father>mother) and CPV (toward the father / toward the mother). The results revealed, in child-to-father violence cases, significant differences in parental power $\chi^2 = 13.87$, $p < .001$, $V = .19$, with most of participants (69.7%) perceiving their mother as having more power than their father. No differences were found for parental prestige. In child to mother violence cases, results indicated significant differences for parental power $\chi^2 = 20.5$, $p < .001$, $V = .24$ and prestige $\chi^2 = 6.15$, $p < .05$, $V = .13$. The majority of participants (70.3%) perceived their mother as having more power than their father. Additionally, 40.1% perceived their mother as having greater prestige than father, whereas 45% perceived similar levels of prestige for both parents. In light of these findings, further research is needed to explore in greater depth the role of these variables and their relationship with other IPARTheory variables, such as parental acceptance-rejection, in CPV cases.

Keywords: child-to-parent violence; young adults; parental power; parental Prestige; IPARTheory.

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The influence of personality dispositions universally associated with the experience of interpersonal acceptance-rejection on child-to-parent violence

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Interpersonal Acceptance-Rejection Theory (IPARTheory) posits that children from different cultures respond similarly to perceived parental acceptance-rejection. At the negative end of the spectrum, parental rejection seems to trigger various personality problems. Evidence based on the personality subtheory of IPARTheory has shown that these psychological maladjustment dispositions are pancultural responses to the experience of rejection and have been linked to behavioral problems. However, little is known about their role on child-to-parent violence (CPV). The aim was to analyze the predictive capacity of personality dispositions on CPV in a sample of 646 Spanish adolescents (54.3% girls) using the Spanish version of the Personality Assessment Questionnaire (PAQ) and the Child-to-Parent Violence Questionnaire (CPV-Q). Positive and significant relationships were found between CPV and personality dispositions ($r = .118-.435$; hostility/aggression, emotional unresponsiveness, emotional instability, negative self-esteem, and negative worldview). Furthermore, hostility/aggression stood out as the only significant predictor of violence toward both fathers (boys: $R^2 = .066$; $\beta = .198$, $p = .003$; girls: $R^2 = .155$; $\beta = .368$, $p < .001$) and mothers (boys: $R^2 = .074$; $\beta = .185$, $p = .006$; girls: $R^2 = .194$; $\beta = .399$, $p < .001$). The results confirm the assumptions of IPARTheory in the field of CPV and in the Spanish culture by highlighting hostility/aggression as a key maladjustment disposition associated with this type of violence. In the context of this theory, our findings suggest that psychological maladjustment may be the result of perceived parental rejection, which could increase the likelihood of CPV, so future research should examine this explanatory mechanism to advance in the prevention of CPV.

Keywords: IPARTheory, child-to-parent violence, psychological maladjustment, adolescents.

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What role does parental acceptance/rejection play in child violence towards the father according to the parents' perspective?

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Family is the primary agent of socialization and key to adolescent development, so studying parenting styles is essential in the context of child-to-parent violence (CPV) to analyze the risk and protective factors that may influence its occurrence. In this regard, Interpersonal Acceptance/Rejection Theory (IPARTheory) offers a relevant explanatory framework, as it highlights that the perception of acceptance or rejection has a significant impact on psychological adjustment during childhood. Therefore, this study aimed to analyze parents' perceptions of the acceptance-rejection provided to their children and the behavioral control exercised over them in relation to CPV. This study involved 367 Spanish parents (45.7% fathers and 54.3% mothers) with a mean age of 51.69 years, who regularly lived with children aged between 18 and 25 years. Participants completed the Child-to-Parent Violence Questionnaire, parent version, and the Acceptance Rejection/Control Questionnaire, parent version. Pearson's correlation analyses were significant and show that CPV is significantly related to low warmth/affection, hostility/aggression, and indifference/neglect. On the other hand, a stepwise linear regression was performed to determine which parenting practice variables predicted CPV. In the final model, indifference/neglect [$\beta = .41, p < .001$] and hostility/aggression [$\beta = .38, p < .001$] were significant predictors of CPV. The results suggest that parenting practices characterised by indifference/neglect and parental hostility/aggression are predictive of violent behavior towards parents. This study is one of the few in the field of CPV that analyzes the influence of parental acceptance-rejection from the parents' perspective, as most studies are conducted from the children's perspective.

Keywords: Child-to-parent violence, parenting practices, parental acceptance/rejection, parents.

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Global developmental delay in early childhood: a case study

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Global Developmental Delay (GDD) is diagnosed when a child shows a level of functioning significantly below the developmental average across multiple domains during early childhood. In this developmental phase, a diagnosis of GDD is preferred over Intellectual Disability to account for the neurodevelopmental plasticity and the possibility of subsequent cognitive and adaptive growth. Consistent with the literature, a diagnosis of GDD does not necessarily predict the development of Intellectual Disability, highlighting the importance of early diagnosis and early intervention. Within this framework, Interpersonal Acceptance Rejection Theory emphasizes the role of children's relational experiences, particularly perceived parental acceptance or rejection, in shaping psychological adjustment and developmental outcomes. Early experiences of warmth, responsiveness, or conversely emotional distance, may significantly influence adaptive functioning in children with developmental vulnerability. The present study aims to analyse a single case of L., a 20-month-old girl following a paediatrician's concern. A case study design was adopted to observe developmental functioning in a child diagnosed with GDD (F88), assessed through the administration of the Bayley Scales of Infant and Toddler Development (Bayley-III), at two different observational sessions: May 2025 and February 2026. Results from the first assessment revealed significant difficulties in Cognition (c.s. = 60), Language (c.s. = 79), Motor Skills (c.s. = 58), and Socio-Emotional Development (c.s. = 70). A second assessment will examine developmental trajectories over time. Findings are expected to support the importance of integrating early developmental assessment with attention to relational acceptance processes, promoting family-centred interventions aimed at fostering psychological adjustment and developmental progress.

Keywords: Keywords: Global Developmental Delay; Case Study; Developmental Disorder.

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An investigation of the outcomes of parental alienation and childhood maltreatment utilising the parq

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Parental alienation is a phenomenon whereby a child aligns themselves with one parent whilst rejecting another, despite the absence of maltreatment or neglect. While, rejecting a parent due to abuse or neglect is considered justified. Alienation and childhood maltreatment have lifelong psychological consequences and finding a way of differentiating these experiences is becoming increasingly important. IPART theory provides a relevant framework, proposing perceived acceptance and rejection by significant others shapes psychological development and personality. A between subject's design was used to investigate individuals who have experienced PA and maltreatment, assess the psychological outcomes and consider ways of differentiating experiences. Recruited voluntarily participants were age 18 or older, experienced have experienced harm or parental alienation before age 18 and required to read, speak and understand English. Participants completed questions on their demographic information, familial situation, followed by seven validated measures including the PARQ. To date, 133 individuals have fully completed the questionnaire (64 Alienation; 69 Harm), though data collection is still ongoing. Preliminary results indicate no significant differences between alienation and harm groups in PARQ responses. However, responses to PARQ mother questionnaire were significantly impacted depending on whether participants were raised by their biological parents and whether they maintained contact with their mother. Additionally, some gender and age differences in responses are noted. Overall while similarities and differences between alienation and harm groups are noted, the similarities in responses to the PARQ suggest the outcomes of experiencing alienation and harm are similar. This supports alienation being considered a form of psychological abuse.

Keywords: Parental alienation; Childhood; Maltreatment; PARQ.

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Hormones interact with experiences of online interpersonal rejection to shape adolescents' aggressive responses

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Peer acceptance is central to adolescents' psychological well-being. Online peer victimization through rejection and aggression threatens this emotional need for acceptance and may elicit aggressive reactions that perpetuate cycles of aggression. According to interpersonal acceptance-rejection theory (IPARTheory), external factors (e.g., experiences of victimization) and internal factors (e.g., biological characteristics) interact to shape reactions to perceived interpersonal rejection. To test this framework in the context of online aggression, this study examined whether testosterone and cortisol levels interact with cyberbullying victimization to predict aggressive behavior. A sample of 471 adolescents (47.1% female, aged 13-17 years) completed measures assessing testosterone and cortisol, cyberbullying victimization (e.g., rejection and humiliations), and cyberbullying perpetration at three time points, each 3 months apart. A random-intercept cross-lagged panel model was estimated, controlling for gender. At the within-person level, changes in hormone levels did not predict changes in aggression. At the between-person level, a significant testosterone \times cortisol \times victimization interaction was observed ($B = 0.24$, $SE = 0.11$, $t = 2.06$, $p = .040$). Victimization and perpetration were strongly associated across most hormone profiles, except among adolescents with low testosterone and high cortisol, for whom the association between victimization and perpetration was attenuated. Moreover, the association was stronger among adolescents with high levels of both hormones. Consistent with IPARTheory, biological factors interact with experiences of interpersonal rejection to shape adolescents' aggressive responses. Specific hormone profiles may increase vulnerability to aggressive reactions following online peer rejection, perpetuating online aggression.

Keywords: cyberbullying; victimization; aggression; testosterone; cortisol.

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Self-compassion and psychological symptoms among transgender and non binary youth: the mediational role of social support and individual resilience

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Transgender and non-binary (TNB) youth frequently encounter discrimination and victimization, which, in accordance with the Interpersonal Acceptance-Rejection Theory (IPARTheory), can lead to psychological distress. This study examined whether self-compassion acts as a protective factor in TNB youth. It was hypothesized that self-compassion would be linked to lower levels of psychological symptoms through greater social support and resilience (i.e., the ability to overcome difficulties). The study included 248 TNB youth ($M_{age} = 20.75$, $SD = 2.92$). Participants completed measures of self-compassion, social support, resilience, and psychological problems. Self-compassion was positively associated with social support ($\beta = 0.39$, $SE = 0.08$, $t = 4.61$, $p < .001$) and resilience ($\beta = 0.32$, $SE = 0.04$, $t = 7.30$, $p < .001$). Social support, in turn, was associated with lower levels of anxiety ($\beta = -0.10$, $SE = 0.05$, $t = -2.17$, $p = .030$) and depression ($\beta = -0.14$, $SE = 0.05$, $t = -2.69$, $p = .007$). Resilience was associated with lower levels of all symptoms: anxiety ($\beta = -0.32$, $SE = 0.09$, $t = -3.53$, $p < .001$), depression ($\beta = -0.34$, $SE = 0.10$, $t = -3.39$, $p = .001$), stress ($\beta = 0.30$, $SE = 0.09$, $t = -3.34$, $p = .001$), and non-suicidal self-injury ($\beta = -3.73$, $SE = 1.15$, $t = -3.25$, $p = .001$). These results are consistent with the coping IPAR subtheory and contribute to identifying resilience factors in TNB youth that may help them emotionally cope with experiences of rejection and victimization.

Keywords: Self-compassion; social support; resilience; Transgender and non-binary youth.

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The role of gender identity-based prejudice in bystander intentions and aggression in adolescence

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The 28% of trans and non-binary (TNB) individuals have experienced reject and physical aggression in the past year, highlighting the need to examine the factors associated with these aggressive behaviors. In line with Interpersonal Acceptance-Rejection Theory (IPARTheory), gender identity-based prejudice may represent a form of interpersonal rejection toward TNB individuals, potentially contributing to aggression and shaping bystander responses. However, there is a gap in the study of its role in TNB aggression. Therefore, the present study aimed to analyze the association between gender identity prejudice and bystander intentions and aggression toward TNB individuals. The sample included 790 adolescents (50.5% identified as women, 49.1% as men, 0.3% as non-binary) aged between 14 and 18 years ($M_{age} = 16.31$; $SD = 0.87$). Self-report measures were used to assess gender identity prejudice, bystander intentions, and aggressive behavior toward TNB individuals. The results showed that gender identity prejudice explained lower intentions to help ($\beta = -.56$, $p < .001$), as well as higher intentions to aggress when witnessing aggression ($\beta = .29$, $p < .001$) and higher levels of TNB aggression ($\beta = .39$, $p < .001$). These results suggest that gender identity prejudice not only acts as a risk factor for the perpetration of aggressive behaviors toward TNB individuals, but also inhibits prosocial responses among bystanders, contributing to the persistence of violence. In this regard, future research should focus on the development of educational interventions aimed at reducing gender identity prejudice, to promote more inclusive adolescent environments.

Keywords: gender identity prejudice, bystander intention, aggression, trans and non-binary, IPARTheory.

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Interpersonal rejection-related cognitive schemas moderate dual hormone associations with adolescent aggression

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From the perspective of Interpersonal Acceptance-Rejection Theory (IPARTheory), aggression can be conceptualized as a dysregulated response associated with perceived interpersonal rejection, which fosters hostility, mistrust, and beliefs legitimizing violence. On the other hand, the Dual Hormone Hypothesis (DHH) proposes that cortisol moderates associations between testosterone and status-related behaviors, such that high testosterone predicts aggression when cortisol is low. However, psychological processes related to interpersonal functioning may influence these associations. This study examined whether interpersonal mistrust and justification of violence moderate associations between testosterone, cortisol, and proactive and reactive aggression. Participants were 443 adolescents (51.1% girls; aged 13-18 years). Schemas were assessed at baseline using validated self-reports. Proactive and reactive aggression were assessed at two time points three months apart. Salivary testosterone and cortisol were collected in classrooms. Path models were estimated using full information maximum likelihood. Both schemas significantly predicted proactive and reactive aggression and moderated hormone-aggression associations. Interpersonal mistrust moderated the association between cortisol and proactive aggression ($B = -0.12$, $SE = 0.04$, $t = -3.03$, $p = .002$). Justification of violence moderated the association between testosterone and reactive aggression and yielded a significant testosterone \times cortisol \times justification interaction predicting proactive aggression ($B = -0.10$, $SE = 0.05$, $t = -2.20$, $p = .028$). The interaction supported the DHH, indicating that justification of violence predicted proactive aggression only when testosterone was high and cortisol was low. These findings highlight the importance of integrating hormonal influences with rejection-related cognitive processes in biopsychosocial models of aggression.

Keywords: Rejection-Related Cognitive Schemas, interpersonal mistrust, justification of violence, hormones, aggression.

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Perceived parental rejection and control as predictors of students' psychological adjustment and depressive symptoms

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Research consistently shows that parental rejection is associated with poorer psychological adjustment and higher depressive symptoms. However, the role of parental control remains unclear, with mixed findings often explained by differing conceptualizations of control. This study examined the effects of parental acceptance-rejection and behavioral control on university students' psychological adjustment and depressive symptoms. The sample included 216 students from Croatia (83.3% women; mean age = 21.8, SD = 2.87, range 18-37). Participants completed the Parental Acceptance-Rejection/Control Questionnaire (PARQ/Control, Adult Short Form), the Personality Assessment Questionnaire (PAQ, Adult Standard Form), and the depression subscale of the Depression Anxiety Stress Scale (DASS-21). Regression analyses were conducted with maternal and paternal rejection and control as predictors, and psychological adjustment and depressive symptoms as criteria. Both maternal ($\beta = 0.21$, $p < 0.01$) and paternal rejection ($\beta = 0.24$, $p < 0.01$) predicted poorer psychological adjustment, whereas only maternal rejection ($\beta = 0.33$, $p < 0.001$) predicted higher depressive symptoms. Maternal control showed a significant quadratic relationship with psychological adjustment and depression, indicating that moderate maternal behavioral control was optimal for mental health outcomes. However, this effect was no longer significant once maternal rejection was controlled ($p > 0.05$). These findings highlight the importance of emotional aspects of parenting, which appear more relevant than behavioral control for predicting mental health outcomes.

Keywords: parental rejection, parental control, psychological adjustment, depression.

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Assessing adolescents' attitudes toward cyberbullying witnesses' actions: a psychometric study of the atwa

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The Interpersonal Acceptance-Rejection Theory (IPARTheory) posits that perceived acceptance or rejection in significant interpersonal relationships shapes individuals' affective, cognitive, and behavioral dispositions. In adolescence, peer interactions constitute a central relational context, making this framework particularly relevant for understanding attitudes toward witnesses' behavior in cyberbullying situations. Thus, the main objective of the study was to examine the factorial structure, reliability, and validity of the ATWA in a large sample of Spanish adolescents. Participants were 1156 adolescents aged 12-18 years ($M_{age} = 14.39$, $SD = 1.65$). The sample was randomly divided for exploratory and confirmatory analyses. Exploratory factor analysis (EFA), confirmatory factor analysis (CFA), exploratory structural equation modeling (ESEM), and bifactor models were tested. Internal consistency and convergent validity were also examined. EFA supported a five-factor solution corresponding to four cyberbullying witnesses' actions (confronting the aggressor, supporting the victim, warning an adult, and reposting) and one method factor related to item wording. Among the tested models, a bifactor ESEM model showed the best fit, supporting a strong general attitude factor alongside specific action-related factors. Reliability indices were adequate for both the total score and subscales. Consistent with IPARTheory, the ATWA captures adolescents' attitudinal dispositions toward interpersonal acceptance and rejection processes in cyberbullying contexts. The questionnaire shows robust psychometric properties and is suitable for research grounded in interpersonal and relational frameworks.

Keywords: cyberbullying witnesses, attitudes, bifactor ESEM, adolescents.

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Development and psychometric validation of the behavioral intentions of cyberbullying witnesses questionnaire

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According to the Interpersonal Acceptance-Rejection Theory (IPARTheory), perceived acceptance or rejection influences motivational and behavioral predispositions in social situations. In peer-dominated contexts such as adolescence, these processes may be reflected in witnesses' intentions to act when observing cyberbullying. Witnesses' intentions are key predictors of behavior in cyberbullying situations, yet few validated instruments assess cyberbullying witnesses' intentions, particularly in Spanish-speaking adolescent populations. Therefore, the main goal of the present study was to develop and validate the Behavioral Intentions of Cyberbullying Witnesses questionnaire (BICW) and examine its factorial structure, reliability, and construct validity. The sample consisted of 1156 Spanish adolescents aged 12-18 years (Mage = 14.39, SD = 1.65). The BICW includes four items assessing intentions to engage in prosocial or harmful behaviors when witnessing cyberbullying. Specifically, participants were asked to rate a situation related to cyberbullying intentions. Exploratory and confirmatory factor analyses were conducted on independent subsamples using robust variance-adjusted weighted least squares estimator. Internal consistency, composite reliability, and convergent validity were also assessed. Exploratory factor analysis supported a unidimensional structure, which was confirmed through Confirmatory Factor Analysis, showing excellent fit indices. All factor loadings were statistically significant. The scale demonstrated satisfactory internal consistency (ordinal alpha = .77), adequate composite reliability, and acceptable convergent validity. In line with IPARTheory, the BICW operationalizes motivational dispositions linked to interpersonal acceptance and rejection among peers. The scale is a brief and psychometrically sound instrument for assessing cyberbullying bystander intentions within a relational theoretical framework.

Keywords: cyberbullying witnesses, behavioral intentions, factor analysis, adolescence.

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The effect of perspective taking on children's accuracy in predicting others' preferences: the role of peer acceptance

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Accurately predicting others' preferences is a core component of successful interpersonal functioning and social acceptance, yet children vary substantially in this ability. The present study examined whether prompting children to take another child's perspective improves the accuracy of their predictions, and whether this effect depends on the child's level of peer acceptance. Participants were 260 children aged 10-11, in grades 5-6. They first completed a classroom-based sociometric questionnaire assessing their social interactions with peers. Children then ranked their own preferences for a set of six personal gifts. In an individual session, each child was randomly assigned a same-gender classmate and asked to select the gift they believed that child would most prefer. Prior to making this prediction, children were assigned to either a perspective-taking condition, in which they were instructed to adopt the target child's perspective, or a control condition with no such instruction. Prediction accuracy was assessed by computing the gap between the selected gift and the target's actual preference ranking. Regression analyses revealed a significant interaction between perspective taking and peer acceptance ($\beta = .49$, $p = .011$). Perspective taking reduced the preference gap among children with lower peer acceptance, but had no effect among those with higher peer acceptance. These findings suggest that perspective-taking prompts can compensate for interpersonal disadvantages associated with lower peer acceptance, highlighting a potential mechanism by which children at greater risk of peer rejection may improve their social understanding and interpersonal accuracy.

Keywords: Peer Acceptance; Perspective-Taking; Interpersonal Accuracy; Social Understanding; Middle Childhood.

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Learning strategies and relational acceptance in higher education: a systematic review

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Academic learning and achievement of higher education students are significantly influenced by their chosen approaches to learning and their relational experiences within academic environments. Grounded in interpersonal acceptance-rejection theory (IPARTheory), which proposes that perceived relational acceptance from significant others, including peers and educators, influences students' learning strategies and motivation, this systematic review examines metacognitive, cognitive, motivational and digital strategies employed by higher education students, along with relational factors shaping their use, and their perceived impact on enhancing academic learning and performance. Following PRISMA-P guidelines, a comprehensive literature search was conducted across four databases, targeting peer-reviewed qualitative and mixed-method studies that report specific study strategies and self-regulation practices among higher education students. Out of 19,605 articles, only 155 met the criteria, and data extraction was subsequently completed. Findings reveal that spaced practice, deep processing, metacognitive monitoring, self reflection, technology-based learning and goal-setting are the most consistently reported strategies linked to improved learning outcomes and performance. Notably, social and relational factors, including help seeking from teachers, peer collaboration, and group commitment, appeared as significant facilitators of effective strategy use and motivation, directly aligning with IPARTheory's proposition that perceived acceptance from significant others shapes academic engagement and strategy use. This suggests that IPARTheory provides a valuable perspective for understanding how relational acceptance moderates the adoption of learning strategies in higher education settings. However, literature on how relational acceptance influences strategy selection across higher education contexts is limited. Addressing this gap could guide educators in designing relationally-sensitive learning environments that foster strategy use and academic success.

Keywords: Academic learning, learning strategies, IPARTheory, relational acceptance, self-regulated learning.

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Exploring the mediating role of attachment style in the association between childhood trauma and borderline personality disorder symptoms

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Extensive research has established a link between childhood trauma and the development of borderline personality disorder (BPD) symptoms. A central mechanism underlying this association may involve disruptions in interpersonal acceptance-rejection processes. Early trauma involving rejection, abuse, neglect, or inconsistent caregiving may foster insecure attachment patterns marked by heightened rejection sensitivity and fear of abandonment. These concerns are core features of attachment anxiety and are also central to the interpersonal dysfunction observed in BPD. Consistent with and extending prior research, this study examines whether anxious and avoidant attachment mediate the relationship between childhood trauma and BPD symptoms, with particular attention to the BPD symptom of fear of abandonment. Participants were high-risk undergraduate students (N = 105) who endorsed self-injury or suicidal thoughts or behaviors within the past 12 months. Prior to an intensive longitudinal phase, participants completed baseline measures including the Childhood Trauma Questionnaire, the Experiences in Close Relationships Scale-Short Form, the McLean Screening Instrument for BPD, and the Personality Assessment Inventory-Borderline Scale. We anticipate including data from approximately 40 additional participants in the final analyses. Planned mediation analyses will determine whether attachment anxiety and avoidance account for the association between childhood trauma and overall and domain-specific BPD symptoms, specifically, fear of abandonment. It is expected that anxious attachment will emerge as a stronger mediator compared to avoidant attachment. By positioning anxious attachment as a central interpersonal acceptance-rejection mechanism linking childhood trauma to borderline pathology, the present study sheds light on how early relational adversity shapes later emotional dysregulation and interpersonal instability.

Keywords: childhood trauma, anxious attachment, borderline personality disorder, interpersonal dysfunction, fear of abandonment.

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Childhood gender nonconformity and mental health among Italian, Spanish, and Portuguese LGBTQ+ people: the role of caregiver rejection and bullying

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LGBTQ+ people are often exposed to stigma-based stressors during childhood and adolescence, such as rejection from main caregivers and peers, which may be related to gender nonconformity. According to IPARTheory, interpersonal rejection plays a central role in individuals' mental health. The current cross sectional study aims to investigate the role of rejection from main caregivers and bullying from peers in its associations to childhood gender nonconformity and psychological distress and life satisfaction among Italian, Spanish, and Portuguese LGBTQ+ people. A sample of 760 LGBTQ+ people participated in the study: 206 Italians (Mage = 28.28, SD = 7.07), 212 Spanish (Mage = 30.26, SD = 7.65), and 342 Portuguese (Mage = 24.67, SD = 6.64). They completed an online questionnaire assessing childhood gender nonconformity, rejection from main caregivers, bullying from peers, psychological distress, and life satisfaction. We performed multigroup structural equation modeling by national context, controlling for age. The model presented a good fit to the data ($\chi^2(42) = 47.64$, $p = 0.25$, RMSEA = .02 (.00; .05), TLI = .99, CFI = .99). In the three countries, childhood gender nonconformity was positively associated with both rejection from main caregivers and bullying from peers and negatively associated with psychological distress. Furthermore, childhood gender nonconformity had a positive indirect effect on psychological distress and a negative indirect effect on life satisfaction through the mediation of rejection from main caregivers and bullying from peers. The findings suggest that LGBTQ+ people's mental health may be improved through educational interventions with families and peers.

Keywords: LGBTQ+ people, sexuality, gender, mental health, social stigma.

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Lunchtime, school-based mentoring as antidote to social exclusion and chronic peer victimization

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Presented is a framework for supporting children who are chronically bullied. Current antibullying interventions are designed to reduce overall rates of victimization, but recent evidence shows these programs can harm chronically bullied children: "Bullied youth stand out more and feel worse about themselves when victimization decreases". Offered is an updated model that views peer victimization through the lens of rejection, ostracism, and social exclusion. Bullying takes many forms (physical, verbal, relational) and has been described as the "collective action" of peers who stigmatize classmates seen as different or disliked. In-group norms are used to promote social exclusion and a fear of social contamination among peers who interact with stigmatized classmates. The result is a socially constructed narrative that fosters moral disengagement in peers whose antibullying beliefs are not extended to children who are socially excluded, making it "almost impossible" to change their status. Our team finds evidence from short term, prospective studies that children liked by lunchmates at school are less bullied than children disliked by lunchmates. We also find evidence from open trials (no control group) that bullied children benefit when paired with school-based mentors embedded at the school lunch table (a common feature of US schools). Missing from our work is examination of rejection sensitivity, despite empirical evidence in line with IPARTheory that bullied children can begin to occupy, psychologically, the role of victim. We plan to use this conference as a way to step in that direction.

Keywords: social exclusion, peer victimization, school, bullying, IPARTheory.

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Empowering youth to build strong bonds and resilience

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IPARTheory proposes that childhood interpersonal trauma can lead to perceived rejection and result in poor self-esteem and mental health issues, such as anxiety, depression, and posttraumatic symptoms. Interventions delivered at schools that attempt to ameliorate the effect of perceived rejection could lead to the development of “affective coping”. The Building Resilience in Schools program delivers two evidence based interventions; Cue-Centered Therapy (CCT), a hybrid intervention combining insight-oriented methods, education, and cognitive-behavioral approaches and Start with the Heart (SWTH), a yoga and mindfulness curriculum. Teachers are trained in SWTH and counselors are trained in CCT. A trial in Puerto Rico is underway. Puerto Rico is an island in the Caribbean that has gone through political and economic adversity, as well as disastrous hurricanes, COVID-19, and earthquakes. These experiences have impacted the social, academic, and emotional lives of young people and caregivers alike. On a pilot assessment 43% of our sample demonstrated posttraumatic stress symptoms. 60 schools are participating in the project. Pilot data demonstrates program acceptability, fidelity by providers, as well as decreased anxiety post interventions. In prior studies, parents have also demonstrated decreased anxiety and depression. Youth bring lessons learned to their homes. Multi-method evaluations that have provided empirical evidence to these approaches in ethnically diverse groups will be presented with an emphasis on self-efficacy and empowerment. Resources from both CCT and SWTH will be available for conference members interested in bringing these approaches to their communities.

Keywords: Rejection, Trauma, Coping, Resilience.

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Environmental sensitivity as a marker of differential susceptibility to parenting influences on internalizing and externalizing problems in adolescence

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Background. Grounded in Parental Acceptance-Rejection Theory, cross-cultural evidence corroborate that perceived parental acceptance fosters greater child's psychological adjustment, whereas perceive parenting behaviors as hostile, cold, or neglectful, triggers internalizing and externalizing problems. However, some individuals may be differential susceptible to parenting influences, for better and for worse, as a result of their environmental sensitivity. Due to a deeper sensory processing and increased emotional reactivity, sensitive individuals benefit more from supportive family and are at greater risk for maladaptive outcomes when exposed to childhood adversities. Informed by the Environmental sensitivity meta framework, this study adopts a multi-informant approach to examine how environmental sensitivity environmental sensitivity trait and parental warmth interact on anxiety-depressive symptoms and aggression. Methods. A sample of 134 adolescents (Mage = 17.08; SD = 0.40) completed the Parental Acceptance-Rejection Questionnaire and the Highly Sensitive Child Scale, while their parents evaluated adolescents' levels of anxiety-depression and aggression through the Child Behavior Checklist. Results. The path analysis model revealed that parental warmth was negatively associated with anxiety-depression and aggression (β s = - 0.23 and - 0.36, $p < 0.001$) with highly sensitive adolescents at greater risk to develop these problems (β s = 0.26 and 0.24, $p < 0.001$). Moderation analysis showed a protective effect of parental warmth on anxiety-depression only for highly sensitive adolescents ($\beta = - 0.37$, $p < 0.001$). Conclusion. Understanding the role of individual-environment interaction in shaping developmental outcomes is crucial to improve adolescents' well-being.

Keywords: parental acceptance-rejection, environmental sensitivity, anxiety depression, aggression, multi-informant approach.

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From perceived parental acceptance-rejection to perception of trustworthiness: the mediating role of emotional processes

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Early childhood experiences play a critical role in shaping social perceptions, including judgments of trustworthiness. This study examined the relationship between perceived parental acceptance-rejection and trustworthiness perception, and investigated the mediating roles of family emotional expressiveness, alexithymia, and positive and negative affect. Unlike prior studies using self-report measures of trust, trustworthiness perception was conceptualized as a rapid, automatic evaluative process and assessed using a facial rating task comprising 40 neutral faces (20 female, 20 male). The sample consisted of 119 university students (59 females, 60 males) aged 18-25 years. Participants completed the Demographic Information Form, the Parental Acceptance-Rejection Questionnaire - Short Form (Mother and Father), the Toronto Alexithymia Scale, the Positive and Negative Affect Schedule, and the Perceived Trustworthiness Task. The parallel multiple mediation analyses were performed separately for mother and father acceptance-rejection using the PROCESS macro. The findings demonstrated that perceived parental rejection did not directly predict trustworthiness perception; however, it exerted a significant indirect effect through family emotional expressiveness (maternal, $\beta = .11$, 95% CI [.0196, .2110]; paternal, $\beta = .16$, 95% CI [.0265, .3211]). Higher maternal and paternal rejection were associated with lower family emotional expressiveness, which in turn led to lower trustworthiness perceptions. These findings highlight the importance of emotionally expressive family environments in the relationship between perceived parental acceptance-rejection and trustworthiness perceptions, and in shaping social evaluation processes.

Keywords: Trust, perception of trustworthiness, perceived parental rejection, family emotional expressiveness, alexithymia.

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Recollections of childhood parental acceptance-rejection and social withdrawal during migraine attacks

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Interpersonal Acceptance-Rejection Theory (IPARTheory) posits that early experiences of parental acceptance or rejection shape internal working models that influence psychological adjustment and later relational behavior. However, less is known about how these developmental experiences manifest in interpersonal responses during episodic migraine attacks. The present study examined whether recalled parental acceptance-rejection predicts social withdrawal during episodic migraine attacks and whether psychological maladjustment mediates this association. Three hundred adults with episodic migraine (ages 20-35) completed measures of maternal and paternal acceptance-rejection, psychological maladjustment, and social preference during migraine attacks (higher scores indicating greater support-seeking; lower scores indicating withdrawal). In the full sample, both maternal and paternal rejection were associated with greater social withdrawal. Mediation analyses revealed that paternal rejection operated indirectly through psychological maladjustment (full mediation), whereas maternal rejection demonstrated both indirect and residual direct effects (partial mediation). Sex-specific analyses indicated differentiated pathways. In women, both maternal and paternal rejection predicted social withdrawal indirectly via psychological maladjustment. In men, paternal rejection predicted withdrawal directly, independent of maladjustment, whereas maternal rejection was not significantly associated with coping. Migraine frequency and intensity were unrelated to social withdrawal, and effects remained significant after controlling for attack duration. Findings suggest that illness-related behaviors are not solely a function of pain but reflect developmental relational schemas shaped by early parental experiences. These results extend IPARTheory by demonstrating that social withdrawal during migraine may represent a stress-activated manifestation of early acceptance-rejection dynamics.

Keywords: IPARTheory; migraine; illness-related behaviors; sex differences.

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Bridging IPARTheory and attachment theory: relational pathways from early care to emotional and relational outcomes across the lifespan

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Symposium Rationale

Although IPARTheory and Attachment theory have each generated extensive empirical evidence demonstrating the central role of early relationships in shaping development, they have often been examined in parallel rather than in dialogue. IPARTheory emphasizes the long-term emotional and psychological consequences of perceived parental acceptance and rejection, while attachment theory focuses on internal working models formed through early caregiving experiences that guide emotion regulation and relational expectations. This symposium brings these two frameworks into direct conversation by examining how early relational experiences - particularly parental acceptance-rejection and control - are associated with attachment representations and, in turn, shape emotional and relational outcomes across the lifespan. Drawing on five empirical studies conducted in Egypt, the papers span critical developmental periods from the prenatal stage and early childhood to adulthood, and address diverse relational contexts (including parent-child relationships, father-son dynamics, and spiritual attachment). Across studies, findings suggest that parental acceptance-rejection is consistently associated with attachment insecurity, which in turn appears to function as a key psychological mechanism linking early relational experiences to later emotional outcomes. Rather than positioning IPARTheory and Attachment theory as competing explanations, the symposium highlights their conceptual complementarity: IPARTheory offers a framework for understanding the emotional meaning of acceptance and rejection, while Attachment theory elucidates how these experiences are internalized and expressed through patterns of regulation, connection, and vulnerability. By integrating these perspectives, this symposium advances a more comprehensive, relationally grounded account of emotional development and adjustment, while also extending both theories to underrepresented cultural contexts. Together, the papers underscore the value of theoretical integration for understanding how early relationships shape internal worlds and relational functioning across the lifespan.

Keywords: IPARTheory; Attachment Theory; Early relationships; Lifespan; Theoretical integration.

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From conception to connection: exploring predictors and implications of maternal-fetal attachment

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The perinatal period represents a foundational developmental phase for both mother and child, yet its relational implications remain relatively understudied. This study explored the relationship between maternal-fetal attachment (MFA) and three variables: (1) pregnancy wantedness, (2) maternal acceptance rejection of toddlers 12 to 24 months postpartum, and (3) newborn birth weight. It is among a limited number of studies that explore the link between MFA and both relational and biological outcomes in an Arab context. The sample consisted of 60 Egyptian mothers with toddlers between the ages of 12 and 24 months ($M = 17.18$, $SD = 3.31$). The Maternal-fetal Attachment Scale (MFAS) assessed MFA, the Parental Acceptance-Rejection Questionnaire (PARQ) measured maternal acceptance, and a Personal Information Form collected data on pregnancy wantedness and the toddler's birth weight. Pregnancy wantedness significantly predicted maternal-fetal attachment, with mothers reporting wanted pregnancies exhibiting higher MFA than those reporting unwanted or ambivalent pregnancies. Meanwhile, MFA significantly predicted maternal acceptance one to two years postpartum ($\beta = -.40$, $b = -0.28$, $p < .001$), as well as newborn birth weight ($\beta = .26$, $b = 0.02$, $p = .04$). These findings position maternal-fetal attachment as an early relational process linking prenatal experiences to later patterns of maternal acceptance, consistent with both attachment and IPARTheory frameworks. Additionally, the results underscore the potential value of perinatal programs aimed at supporting maternal-fetal attachment.

Keywords: IPARTheory; Attachment Theory; Early relationships; Lifespan; Theoretical integration.

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Control and connection: associations between maternal behavioral control and toddler attachment patterns

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This study examined the association between the level of maternal behavioral control and toddlers' attachment patterns, focusing on toddlers aged 12 to 24 months ($M = 17.18$ months, $SD = 3.31$). The sample consisted of 60 Egyptian mother-child dyads. Maternal behavioral control - conceptualized within the framework of Interpersonal Acceptance-Rejection Theory (IPARTheory) as parental regulation of child behavior through rules and limits - was measured using the Behavioral Control Scale, while toddlers' attachment patterns were assessed using Mary Ainsworth's Strange Situation Procedure (SSP). Results revealed significant differences in maternal behavioral control levels in toddlers with secure and insecure attachment patterns ($H = 7.66$, $p = .02$, rank $\epsilon^2 = 0.13$, 95% $CI [0.02, 0.33]$). Specifically, higher levels of maternal behavioral control were associated with insecure-resistant attachment patterns, whereas lower levels of behavioral control were associated with secure attachment patterns. No significant difference emerged between maternal behavioral control levels in toddlers with secure and avoidant attachment patterns. The findings speak to how maternal behavioral control may shape toddlers' perceptions of danger and, in turn, their emerging internal working models of the world and resulting attachment patterns. These findings highlight behavioral control as a relational mechanism through which parental practices emphasized in IPARTheory may become embedded in attachment representations.

Keywords: IPARTheory; Attachment Theory; Early relationships; Lifespan; Theoretical integration.

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Fathers' footprints: paternal acceptance-rejection, attachment, and men's anger in Egypt

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The father-son relationship fundamentally shapes men's anger within cultural contexts discouraging vulnerability and defining masculinity by emotional restraint. Grounded in IPARTheory and Attachment Theory, the present study examined how perceived parental acceptance-rejection and adult attachment patterns influence Egyptian men's anger patterns. A total of 251 Egyptian men (ages 18-67, $M = 31.73$, $SD = 9.49$) completed measures of attachment (Revised Adult Attachment Scale-Close Relationships Version), parental acceptance-rejection (PARQ; short father and mother forms), and anger (Multidimensional Anger Inventory). Results indicated higher perceived rejection from fathers ($M = 51.87$, $SD = 18.37$) than mothers ($M = 44.46$, $SD = 15.56$). Perceived paternal rejection was moderately associated with higher anger ($r = .31$, $p < .01$), particularly with inward expression of anger ($r = .36$). Maternal rejection did not moderate the association between paternal rejection and anger. Perceived maternal rejection showed a weaker, yet significant, association with anger ($r = .28$, $p < .01$). Regarding attachment, avoidance and anxiety were positively correlated with paternal rejection ($r = .44$ and $.35$, respectively) and maternal rejection ($r = .40$ and $.36$, respectively; all $ps < .01$). Mediation analyses indicated that attachment anxiety and avoidance partially mediated the association between paternal rejection and internalized anger in men. Conversely, both dimensions fully mediated the association between maternal rejection and inward anger expression. Avoidance also fully and negatively mediated the relation between paternal rejection and outward anger expression. These findings highlight the complementary strengths of Attachment Theory and IPARTheory in understanding anger.

Keywords: IPARTheory; Attachment Theory; Early relationships; Lifespan; Theoretical integration.

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Relational pathways to forgiveness: childhood experiences and attachment to God

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The present study explored the relation between perceived childhood experiences, attachment to God, and forgiveness. Particularly, it explored whether perceived parental acceptance-rejection and attachment to God predicted forgiveness outcomes - overall forgiveness as well as forgiveness of self, others, and situations. Data were collected using convenience sampling from 132 adults (75.6% females, $M_{age} = 26.4$, $SD = 7.8$). Measures used were short forms of the maternal and paternal Adult Parental Acceptance Rejection Questionnaires (PARQ) to investigate participants' perception of acceptance-rejection in childhood, Attachment to God Inventory (AGI) to investigate attachment to God, and Heartland Forgiveness Scale (HFS) to look into participants' tendency to forgive themselves, others, and uncontrollable situations. Regression analyses indicated that perceived maternal rejection and anxious attachment to God predicted lower overall forgiveness and situational forgiveness, accounting for 13.2% and 16.5% of the variance, respectively. Perceived paternal hostility and anxious attachment to God also significantly predicted forgiveness, accounting for 10.4% of the variance. Mediation models further revealed that anxious attachment to God mediated the association between perceived paternal hostility and both forgiveness and self-forgiveness, suggesting a spiritual pathway through which early paternal experiences shape later reconciliation processes. Lastly, self-forgiveness mediated the association between perceived paternal rejection and situational forgiveness. These results integrate IPARTheory and Attachment Theory by illustrating how internalized relational models rooted in childhood experiences may be expressed through spiritual attachment and forgiveness processes in adulthood.

Keywords: IPARTheory; Attachment Theory; Early relationships; Lifespan; Theoretical integration.

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Raised to repair: the role of attachment anxiety in perpetuating generational patterns of parental rejection

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While the intergenerational transmission of rejection, as conceptualized by the Interpersonal Acceptance Rejection Theory (IPARTheory), is well supported in the literature, the specific pathways through which this transmission occurs remain relatively understudied. This study examined whether adult attachment patterns mediate the association between recollections of parental rejection in childhood and self-reported rejection toward one's child, aiming to further strengthen the conceptual link between attachment theory and IPARTheory. Participants were 477 Egyptian parents of children aged 2-12 years. Participants completed the mother and father short versions of the Adult Parental Acceptance-Rejection Questionnaire (PARQ), and the short version of the Parent PARQ-Control. They also completed the Adult Attachment Scale (AAS) to measure attachment anxiety and avoidance. Results indicated that attachment anxiety partially mediated the relationship between recollections of both maternal and paternal rejection and feelings of rejection towards one's child (maternal: indirect effect = 0.0183, 95% CI [0.0015, 0.0390]; paternal: indirect effect = 0.0185, 95% CI [0.0018, 0.0386]). Although both maternal and paternal rejection significantly predicted attachment avoidance, avoidance did not, in turn, predict feelings of rejection toward one's own child. Together, these findings suggest that while both attachment anxiety and avoidance may emerge from parental rejection, intergenerational transmission of rejection operates primarily through attachment anxiety.

Keywords: IPARTheory; Attachment Theory; Early relationships; Lifespan; Theoretical integration.

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Introducing Interpersonal Acceptance-Rejection Theory (IPARTheory) to couple and family therapy: conceptualization and clinical applications

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Despite the systemic emphasis in Couple and Family Therapy (C/MFT), theoretical foundations often rely heavily on Western-centric constructs. This workshop introduces Interpersonal Acceptance-Rejection Theory (IPARTheory) as a universal, evidence-based framework grounded in extensive cross-cultural research demonstrating the impact of perceived acceptance and rejection on psychological adjustment and relational functioning. IPARTheory's central construct -the warmth dimension (perceived acceptance vs. rejection)- is integrated with systemic therapy principles to explain how early relational experiences shape adult intimacy patterns, rejection sensitivity, and maladaptive interaction cycles in couples. The workshop is structured as an interactive session consisting of three phases: (1) Assessment and Awareness, linking past experiences of rejection with current relational dynamics through IPARTheory-informed questions; (2) Reframing via the Warmth Dimension, conceptualizing withdrawal not as lack of care but as a coping response to fear of inadequacy; and (3) Establishing New Interactional Patterns that foster perceived acceptance and emotional safety. The session includes experiential components such as guided case formulation exercises, small-group discussions based on a clinical vignette, and brief role-play demonstrations to practice intervention strategies. Participants will engage with clinical material and develop practical skills to integrate IPARTheory-informed assessment tools, such as the Intimate Adult Relationship Questionnaire (IARQ), to externalize relational difficulties and support emotional repair.

Learning Objectives: conceptualize couple dynamics using IPARTheory constructs; identify rejection based interactional patterns in clinical cases; apply IPARTheory-informed assessment tools (e.g., IARQ); implement reframing and intervention strategies targeting emotional acceptance. This workshop offers C/MFT practitioners a culturally flexible clinical framework for addressing the universal human need for acceptance in intimate relationships.

Keywords: Interpersonal acceptance-rejection theory; couple and family therapy; assessment; clinical intervention; warmth dimension.