"I Will Love You If You Do as I Say" How Psychologically Controlling Parenting Undermines Parent-Child Acceptance

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When a child does not behave according to parental expectations, some parents convey that they love their child less. For instance, having seen his son's poor school record, a father may give his son the 'silent treatment' and not talk to him for the next couple of days. As another example, a mother who notices that her daughter increasingly relies on her friends for advice may say: "You don't seem to need me anymore. That's fine, but don't count on me anymore the next time you are in trouble. You're on your own now". In these examples, parents withdraw their love as a means to communicate their disapproval of the child's behavior. As a consequence, the child is likely to feel as if his or her 'in appropriate' behavior has mortgaged parents' love and acceptance. Such parental tactics are referred to as psychologically controlling. In this article, I will (a) provide a definition of the concept of psychological control, (b) briefly discuss empirical research on this parenting construct, (c) frame the construct within Parental Acceptance-Rejection Theory (PARTheory).

Psychological Control: Conceptualization and Brief History

Parental psychological control is a fairly recent construct within the socialization literature. Although it already showed up in Schaefer's (1965) pioneering work on parenting in the 1960's, it has only been the subject of systematic empirical research during the past decade. Influential publications by Steinberg (1990) and Barber (Barber, 1996; Barber, Olsen, & Shagle, 1994) have been particularly important in the current upsurge of research on psychological control.

Parental psychological control is an umbrella term for a range of parental behaviors and tactics such as guilt-induction, shaming, love withdrawal, manipulations of the attachment bond, and invalidation of the child's feelings and thoughts. Common to psychologically controlling behaviors is that they intrude upon children's psychological world. As a consequence of being psychologically controlled, children feel pressured "from within" to comply with parental requests or expectations. The son in our initial example may try to do better in school to shake off the feelings of shame and failure he experienced after talking with his father. Similarly, the daughter from the second example may refrain from further relying on her friends' advice because she wants to be on good terms with her mother again.

Research on Psychological Control: Assessment and Outcomes

Consistent with a phenomenological approach to the assessment of parenting (as in PARTheory), most studies on psychological control have relied on children's self-report. The most commonly used scale to assess psychological control is the 8-item Psychological Control Scale – Youth Self Report (PCS-YCS) developed by Barber (1996). Example items are: "My parents are less friendly with me if I do not see things their way" and "My parents will avoid looking at me when I have disappointed them". The few studies that also used parent-reports found that there is a significant, albeit modest, convergence between parent and child reports of psychological control (e.g., Conger, Conger, & Scaramella, 1997; Soenens, Elliot, et al., 2005). More importantly, effects of psychological control on child adjustment are generally consistent across method of assessment (i.e., parent or child report).

An important question in recent socialization research has been how psychological control affects children's and adolescents' adjustment. This research has quite systematically demonstrated that psychological control undermines children's personal well-being. Cross-sectional and longitudinal studies have shown replicable associations between parental psychological control and internalizing problems such as depression, anxiety, and eating disorders (see Barber & Harmon, 2002 for a review). The detrimental effects of psychological control are not limited to the child's individual functioning, however. Psychological control is also related to impairments in the interpersonal realm, as indicated by loneliness, decreased social competence in peer, relationships, and relational aggression (e.g., Nelson, Hart, Yang, Olsen, & Jin, 2006; Soenens, Vansteenkiste, Duriez, & Goossens, 2006).

How are Psychological Control and Parental Acceptance Related?

Given the variety of negative consequences related to psychological control, one may also wonder how this parenting dimension affects the quality of the parent-child relationship itself and, in particular, the level of interpersonal acceptance (versus rejection) within that relationship. In Parental Acceptance-Rejection Theory (Rohner, 2004; Rohner, Khaleque, & Cournoyer, 2005), parental acceptance is defined as the level of warmth, affection, care and support that children experience from their parents. For a number of reasons, it is proposed herein that psychological control undermines parent-child acceptance and may, instead, result in feelings of rejection.

First, psychologically controlling parents are not attuned to their children's desires and goals. Instead, they are primarily oriented towards their own norms and expectations for the child and they want to impose these expectations on the child irrespective of the child's personal interests. As a consequence, children feel as if their parents do not really listen to what they have to say and feel that their parents do not really know who they are. This lack of empathy may not only undermine children's feelings of relatedness to their parents, in the long run it may also result in a sense of alienation from the child's own interests and goals. As already noted by Winnicott (1965), when children are constantly pressured to meet parental demands, they risk losing touch with their authentic preferences and aspirations.

Second, psychologically controlling parents only respond positively to those aspects of the child's personality that they approve of (e.g., by praising the child) and reject or criticize those aspects that they disapprove of. As their parents' love and acceptance co-vary with the extent to which children meet parental goals and expectations, children learn that only part of them is respected and supported by their parents, an experience that is antithetical to feelings of unconditional and genuine parental acceptance.

More generally, children of psychologically controlling parents are likely to frequently experience negative emotions within the parent-child relationship. Psychologically controlling parents threaten to withdraw their love and affection, which may invoke feelings of separation-anxiety. These parents also frequently appeal to children's feelings of guilt and shame, such that children experience a lot of inner tension and conflict. In the long run, children may anticipate that interactions with their parents will be fraught with feelings of anxiety, inferiority, shame, and failure. As a consequence, children may feel fundamentally rejected by their parents and develop deep-seated feelings of anger and resentment towards parents.

The notion that psychological control undermines parent-child acceptance and, instead, creates a vulnerability to feelings of parental rejection has received quite some empirical support. Numerous studies have documented strong negative correlations between parental psychological control and parental warmth or support. For instance, Barber et al. (2005) reported that, across parent and child gender and across child age, correlations between psychological control and parental support ranged between -.36 and -.77 (with a mean of -.56). Conversely, psychological control has been found to predict less secure attachment to parents (e.g., Karavasilis, Doyle, & Markiewicz, 2003). Further, Assor, Roth, & Deci (2004) showed that parental conditional regard (which represents a core feature of psychological control) is positively related to measures of parental rejection / disapproval (e.g., "My parents always find fault with me") and feelings of resentment towards parents (e.g., "I often feel very angry with my parents"). Moreover, very recent data show that feelings of parental rejection at least partially mediate associations between conditionally approving parenting and maladaptive outcomes such as a lack of school engagement and disregulation of emotions (Roth, Assor, Niemiec, Ryan, & Deci, 2007).

It is important to note that the negative association between psychological control and acceptance is replicable across cultures. In their Cross-National Adolescence Project (C-NAP), Barber et al. (2005) have shown that this association generalizes across 10 different nations in Africa, Asia, US, and Europe. More generally, the C-NAP project has convincingly shown that the negative consequences of psychological control for adolescents' well-being are also consistent across these different nations. For instance, the positive association between psychological control and adolescent depressive symptoms was significant in each of the cultures studied. The finding that the effects of psychological control generalize to non-Western cultures (see also Vansteenkiste, Zhou, Lens, & Soenens, 2005) is in line with PARTheory's universalistic approach to socialization. A basic premise of PARTheory, which it shares with some other theories such as Self-Determination Theory (Ryan & Deci, 2000), is that although parental acceptance may be differently expressed and communicated in different cultures, its beneficial effects for individuals' adjustment are universal. If this premise holds any truth, interpersonal factors that undermine the phenomenological experience of acceptance, such as psychologically controlling parenting, should indeed have a universally negative impact on children's and adolescents' well-being.

Another assumption within PARTheory and within PARTheory's personality subtheory in particular, is that a lack of parental acceptance will give rise to mental representations characterized by negative self-esteem and negative self-adequacy. Consistent with this notion, it has been shown that psychological control relates to maladaptive perfectionist cognitions, characterized by harsh self-evaluations, feelings of worthlessness, and pervasive concerns about failing. These maladaptive perfectionist self-representations were found to mediate the effects of perceived parental psychological control on adolescents' depressive symptoms and low self-esteem (Soenens, Vansteenkiste, Luyten, Duriez, and Goossens, 2005).

Conclusion

Recent evidence shows that psychological control relates negatively to feelings of warmth and acceptance within the parent-child relationship. Psychologically controlling parents use their communication of warmth and support as a functional tool to make the child comply with parental expectations. As a consequence of these manipulations of the parent-child attachment bond, children do not feel accepted as they are and, instead, feel personally rejected. Consistent with PARTheory's basic tenets, the lack of genuine acceptance experienced within psychologically controlling parent-child relationships may at least partially explain why these relationships have such a detrimental on children's and adolescents' emotional and behavioral development across the globe.

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Arab Studies on Parental Acceptance-Rejection

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Arab countries—Egypt in particular—started in the early 1960s to show an interest in investigating the effects of the parental treatment, attitudes, styles, and practices on children's personality (Nagaty, 1963; 1964, in Egypt, Iraq, Syria, Jordan, and the USA). The first wave of this research primarily used Schaefer's Children's Report of Parental Behavior Inventory (CRPBI) (Torki, 1974, in Kuwait; Kaskoush, 1975, in Egypt). The majority of Arab researchers used Schaefer's measures until the mid 1980s. Others tried to employ other measures such as Baumrind's scale (El-Feky, 1991), the Maryland Questionnaire (Abou-Nahia, 1984; 2000, Gaza Strip, Palestine), or Perris' et al. 1980 scale, the EMBU (M. E. Abdel-Rahman, 1998). In 1984, M. M. Salama in Egypt translated Rohner's Parental Acceptance-Rejection Questionnaire (PARQ) and the Personality Assessment Questionnaire (PAQ) into Arabic, using it for her doctoral dissertation (Salama, 1984; 1986a; 1986b). Both of these questionnaires were widely used in Salama's later studies and also in many other studies conducted mainly in Egypt and to a lesser extent in other Arab countries such as Saudi Arabia, Kuwait, Bahrain, Qatar, and Yemen. Another Arabic translation of the PARQ was made by R. A. Ahmed in Sudan (Ahmed, 1985). This translation was used in several later studies (Ahmed, Gielen, & Avellani, 1987; Gielen, Ahmed, & Avellani, 1992; Ahmed & Khalil, 1999).

Over the last twenty years several Arab psychologists—mainly Egyptians—have tried to develop local Arabic scales and measures to assess children's perceptions of their parents' behavior, treatment styles, or practices. Inspection of such locally devised tools show that the majority are based on Rohner's measure. This short article concentrates on Arab research dealing with children's perceptions of parental acceptance-rejection using Rohner's PARQ. I focus primarily on studies in Egypt, Kuwait, the Sudan, Bahrain, Qatar, Saudi Arabia, and Yemen.

A recent review of the Arab literature (Ahmed and Gielen, 2006) reported that more than 150 studies have been completed on children's perception of parental behavior, attitudes, practices, and styles. At least 60 of these studies employed Rohner's PARQ. Arab research using this measure can be classified in terms of the relationship between children's perceptions of parental acceptance-rejection and:

1. Demographic variables.

Some Arab studies focused on the impact of demographic variables (such as family's socio-economic status, family size, birth order, mother employment, economic hardships, and place of residence) on children's perceptions of their parents' behavior. Examples of theses studies include: N. S. Salama, 1987, 1990; E. M. Abdel-Razek, 1996; M. M. S. Abou-el-Khair, 1999 in Egypt; and N. S. Taher, 2005, in Kuwait.

Results of these studies generally show that children in higher socio-economic status and in small families, children of non-working mothers, and rural children tend to perceive their parents to be more accepting, less aggressive, less neglecting, and less overall rejecting than do other children. Additionally, N. S. Taher (2005) found that Bedouin children in Kuwait tended to perceive their parents as being less accepting than did urban Kuwaiti children.

2. Personality dispositions.

Several Arab studies investigated the relationship between children's perceptions of their parents' acceptance-rejection and children's personality dispositions. Studies in this context dealt with the relationship between perceptions of parental acceptance-rejection and self-esteem (M. M. Salama, 1991, in Egypt), self-assertiveness (A. E. Elyan, 1992, in Egypt), personality traits/dispositions (M. M. El-Sayed, 1993; S. A. K. Mohammed, 1993; Mohammed, 1996; M. M. S. Abou-el-Khair, 1999, in Egypt), locus of control (A. S. Ibrahim, 1988, in Egypt), psychological hardiness (E. M. A. Mekhemer, 1996, in Egypt), irrational beliefs, dogmatism, and flexibility-rigidity (A. M. A. Hassab-Allah and E. A. El-Aqad, 2000, in Egypt), and self-concept (F. M. Bader, 2001, in Saudi Arabia). Results of this research are consistent with prior Western studies. All showed significant correlations between perceived parental acceptance and positive personality traits.

3. Children's social interaction styles.

Only a few Arab studies investigated the relationship between perceptions of parental behavior and children's and adolescents' social interaction. Research topics in this grouping include: Peer rejection and loneliness among adolescents (E. M. A. Mekhemer, 2003, in Egypt); and children's prejudicial attitudes (A. M. Abou-Ghali, 1999, in Egypt). Results of these two studies revealed significant positive correlations between children's perception of parental rejection and children's high level of peer rejection, loneliness, and prejudicial attitudes.

4. Children's aggression/hostility and violent behavior.

Several Arab studies focused on the relationship between children's perceptions of their parents' acceptance-rejection and children's aggressive and violent behavior. Examples include: M. M. Salama, 1991; I. A. E. Elyan, 1993; M. A. Helewa, 1997 in Egypt; Alhanati, 1990, in Saudi Arabia; and N. S. Taher, 2005, in Kuwait. Results of these studies revealed significant positive correlations between children's perceptions of parental rejection and children's high levels of aggression, hostility, and violent behavior.

University of Connecticut
Rohner Center Awards

Distinguished Contributions to Theory, Research, and Practice on Interpersonal Acceptance and Rejection

The Rohner Center is pleased to announce that the University of Connecticut has authorized the creation of the *University of Connecticut Rohner Center Awards for Distinguished Contributions to Theory, Research, and Practice on Interpersonal Acceptance and Rejection.* The awards are intended to encourage and recognize outstanding contributions in the field of interpersonal acceptance and rejection. Researchers, scholars, and practitioners worldwide are encouraged to submit theory, research, or practice-based manuscripts on any topic relevant to interpersonal acceptance and rejection. Such topics include but are not limited to issues dealing with parental acceptance-rejection, peer acceptance-rejection, teacher acceptance-rejection, acceptance-rejection among intimate adults, adult offspring's acceptance and rejection of their aging parents, and others.

Two Awards of $1,000 each will be given every two years at the biennial meetings of the *International Society for Interpersonal Acceptance and Rejection* (ISIPAR). These cash awards are intended to both acknowledge outstanding contributions to the field of interpersonal acceptance-rejection and to help cover expenses associated with attending and giving an Awards Address at the international meeting. Two categories of awards are given, as follows:

- Distinguished Contributions to Theory, Research, and Practice on Interpersonal Acceptance and Rejection: *Outstanding Paper of the Biennium*

    Eligibility Requirements

    - The sole author or first author must be a member of the *International Society for Interpersonal Acceptance and Rejection* (ISIPAR).
    - An unpublished manuscript must represent work completed within the two year period prior to the ISIPAR conference at which it will be presented.
    - Unpublished manuscripts may not exceed 30 double spaced, typed pages (including references, tables, figures, and other end-matter).
    - A published article must have appeared in print within the two year period prior to the ISIPAR conference at which it will be presented. No page restriction is applied to published articles.

- Distinguished Contributions to Theory, Research, and Practice on Interpersonal Acceptance and Rejection: *Outstanding Paper by an Early Career Professional*

    Eligibility Requirements

    - The sole author or first author must be a member of the *International Society for Interpersonal Acceptance and Rejection* (ISIPAR).
    - The sole author or first author may not be more than five years beyond his or her highest earned degree (e.g., Bachelors, Masters, or Doctorate) at the time the manuscript is submitted.
    - An unpublished manuscript must represent work completed within the two year period prior to the ISIPAR conference at which it will be presented.
    - Unpublished manuscripts may not exceed 30 double spaced, typed pages (including references, tables, figures, and other end matter).
    - A published article must have appeared in print within the two year period prior to the ISIPAR conference at which it will be presented. No page restriction is applied to published articles.

Evaluation Criteria

Manuscripts will be considered on the basis of their empirical, theoretical, and/or applied merit. The following criteria will serve as the basis of evaluation for contributions made within one or a combination of the following three domains:

Research Contributions
- Importance of hypotheses tested or questions asked.
- Methodological rigor and appropriateness.
- Potential for results to advance understanding of the human condition in sociocultural context.

Theoretical Contributions
- Incorporation of conceptual or theoretical foundations within the field of interpersonal acceptance and rejection.
- Potential for the theoretical perspective(s) to advance understanding of the human condition in sociocultural context.

Applied Contributions
- Directly links theory or research within the field of interpersonal acceptance and rejection to issues of applied practice.
- Potential for applications to advance professional practices that promote the health and well-being of individuals, couples, families, or the broader sociocultural community.

Submission Process

All members of ISIPAR who are interested in entering the competition for these Awards are invited to submit manuscripts electronically to the Rohner Center (*rohner@uconn.edu*) no later than March 1, 2008. Further details about the Awards are announced on the Society's website at *www.isiparweb.org* and in *Interpersonal Acceptance: Newsletter of the International Society for Interpersonal Acceptance and Rejection.*
- Insofar as applicable all submissions should follow guidelines laid out in the *Publication Manual (5th edition)* of the American Psychological Association (2001).
- Unpublished manuscripts must be in a common word processing file (e.g., *doc, rtf, pdf*).
- Along with the article to be reviewed, applicants must fill-out and submit the *Submission Cover Page* (shown on next page).

Deadlines

Congress year	Manuscript must be Completed Between	Submission Deadline	Decision Deadline
2008	January 1, 2007-March 1, 2008	March 1, 2008	April 1, 2008
2010	Ending date of 2008 Congress-March 1, 2010	March 1, 2010	April 1, 2010
2012	Ending date of 2010 Congress-March 1, 2012	March 1, 2012	April 1, 2012

Presentation of Awards Address

Awardees are expected to give an oral presentation based on their award-winning paper at the biennial meeting of ISIPAR where the Award is presented.

Awards Committee

Selection of winning manuscripts will be made by the Awards Review Committee composed of three senior faculty at the University of Connecticut (Preston A. Britner, David E. Cournoyer, and Sandra A. Rigazio-DiGilio) and by two senior international scholars (Abdul Khaleque and Fatoş Erkman). Ronald P. Rohner serves as *ex officio* member of the Committee. Sandra Rigazio-DiGilio serves as chairperson of the Committee.

See Submission Cover Page on page 7

University of Connecticut
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Distinguished Contributions to Theory, Research, and Practice on Interpersonal Acceptance and Rejection

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Complete this form in English using Microsoft Word, and submit it with your manuscript.

Category of Award for which you are applying (select one)

a. ☐ Distinguished Contributions to Theory, Research, and Practice on Interpersonal Acceptance and Rejection: **Outstanding Paper of the Biennium**

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Paper Title	
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▪ **Work Address**	
▪ **Highest Degree Earned**	
▪ **Date Degree was Conferred**	
Name(s) of Coauthor(s)	
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E-mail this Submission Cover Page and your Manuscript or Article to the Rohner Center (*rohner@uconn.edu*).

Manuscripts that are incomplete, do not meet the eligibility requirements, or are submitted after the deadline will not be considered for the competition.

5. Depression, anxiety, and neuroticism.

Several Arab studies assessed relationships among children's perceptions of parental acceptance-rejection and children's level of depression and anxiety. Examples include: M. M. Salama, 1990; A. Al-Beheray, 1990; E. A. S. A. Ali, 1992; E.A. Said, 1995; M. M., Dousseki, 1996; E. A. El-Hady, 1996; A. M. Hassab-Allah, 1996; Ahmed and Khalil, 1999; and H. A. M. Faied, 2000, in Egypt; and F. Al-Thekfy, 1998, in Saudi Arabia. In general, results of these studies show that children's perceptions of parental rejection correlate significantly with high levels of depression and anxiety in childhood.

6. Phobias in children and adolescents.

Only two Arab studies (Salama, 1987, in Egypt; and M. S. Al-Shayji, 2003, in Kuwait) focused on the relationship between perceptions of parental acceptance-rejection and phobias in samples of children and adolescents. Findings reveal that respondents who perceived their parents' as more rejecting tended to show higher rates of phobias, especially social phobias, than did respondents who felt accepted.

7. Children's psychological problems.

Some Arab psychologists studied the relationship between perceptions of parental behavior and children's psychological problems. Examples include: M. M. Salama, 1984; and E. M. Abdel-Razek, 1996, in Egypt; and B. M. Khalifa, 2003, in Qatar. Results of these studies indicate that children who perceive their parents as more rejecting suffer more from psychological problems than do children who perceive their parents to be accepting.

8. Children's achievement motivation and academic achievement.

Very few Arab studies have been conducted on the relationship between parental acceptance-rejection and achievement motivation. However, A. S. A. Mussellem, (1997) in Egypt and A. A. A. Zaidan (1995) in Saudi Arabia reported significant correlations between parental acceptance and positive achievement motivation. Additionally, F. M. Bader (2001) studied the relationship between parental acceptance-rejection, self-concept, and scholastic achievement in a sample of Egyptian primary school children. He found a strong correlation between parental acceptance and scholastic achievement.

9. Children's perceptions of corporal punishment.

Only two Arab studies have been carried out to investigate the relationship between children's perceptions of parental acceptance-rejection and corporal punishment. These studies were conducted by S. A. K. Mohammed, 1996, in Egypt; and Ahmed & Gielen, 2006, in Kuwait.

Both studies employed Rohner's PAQ to assess personality dispositions. Results indicate significant correlations between perceptions of parental rejection, severity and harshness of punishment, and negative personality dispositions.

10. Development of moral judgment.

Two Arab studies investigated the relationship between perceived parental acceptance (measured by Rohner's PARQ) and the development of moral judgment/reasoning (as measured by the Rest's Defining Issues Test (DIT) (Ahmed, Gielen, and Avellani, 1987, in Sudan; and Gielen, Ahmed, and Avellani, 1992, in Kuwait). Results showed a modest correlation between parental acceptance and the development of moral judgment.

11. Cognitive styles.

The relationship between perceptions of parental acceptance-rejection and cognitive styles, especially impulsivity/reflectivity, has attracted the attention of a few Arab psychologists. One of these studies was conducted by R. Abdel-Rouef (1989) in Egypt. He investigated relationships among perceptions of parental acceptance-rejection and impulsivity /reflectivity in samples of gifted and normal students. Results revealed a positive correlation between perceptions of parental rejection and impulsivity, as well as a positive correlation between perceptions of parental acceptance and reflectivity.

12. Ego identity, identity formation, and identity disorders.

Three Arab studies (A. Al-Beheray, 1990; H. M. Abdel-Moety, 1991, 2004, in Egypt; and Al-Otabie, 2005, in Kuwait) focused on the relationship between perceptions of parental acceptance-rejection and ego identity, identity formation, and identity disorders in children, adolescents, and youth in the light of Erikson's theory. In general, results are consistent with results of previous Western studies.

13. Cognitive aspects.

A few Arab studies have dealt with the relationship between perceptions of parental acceptance-rejection and cognition, such as cognitive distortions (M. M. Salama, 1990, in Egypt) and critical thinking (R. A. Ahmed, in preparation, in Kuwait). Results indicate significant correlations between perceptions of parental acceptance (warmth) and various components of critical thinking.

14. Aesthetic feelings.

One study dealt with the relationship between perceptions of parental acceptance-rejection and aesthetic feelings in a sample of intermediate and secondary school Egyptian students (R. A. Ahmed & E. A. Khalil, 1999). Students who perceived their parents as being more accepting tended to express more aesthetic feelings, compared with students who perceived their parents as being more rejecting.

15. Chronically ill versus normal school-aged children.

A single study investigated the relationship between perceptions of parental acceptance-rejection among chronically ill versus normal school-aged students (F. A. H. Kamal, 1985, in Egypt). Results of this study revealed the importance of parental acceptance for both chronically ill and normal children.

16. Cross-national comparisons.

Very few Arab studies have investigated perceptions of acceptance-rejection cross-nationally (e.g., N. S. Taher, 2005, in Kuwait). One study (A. E. Askar, 1996), focused on differences in perceptions of parental acceptance-rejection in samples of Egyptian and Yemeni children. No significant differences were found between nations in children's perceptions of either parental warmth or aggression. However, Yemeni children perceived their parents to be more neglecting than did Egyptian children. Beyond this, both Egyptian and Yemeni males—compared to their female counterparts—perceived significantly more parental aggression. Additionally, Egyptian males perceived their parents to be more neglecting and rejecting than did Egyptian females.

17. Poverty.

A single study (E. A .M. Abdel-Razek, 1996, in Egypt) dealt with the relationship between economic hardship and perceptions of parental acceptance-rejection in children. The author found a positive correlation between families' economic hardship and children's perception of parental rejection. In addition to these Arab studies of the relationship between perceived parental acceptance and rejection and specific outcomes, other studies have assessed the:

18. Reliability of the Parental-Acceptance-Rejection Questionnaire (PARQ).

In all cases Cronbach's Alpha was used as a measure of reliability (internal consistency) of the PARQ. A recent study in Kuwait (R. A Ahmed & U. P. Gielen, 2006, February) revealed fairly high alpha coefficients for all four PARQ subscales. These include: Warmth/affection, hostility/aggression, indifference/neglect, and undifferentiated rejection. At present I am conducting a study to assess the PARQ's (Standard and Short Forms) reliability in samples of Kuwaiti college males and females (N = 120) using test-retest method.

19. PARQ Long and Short Forms.

Recently I conducted a study to assess the correlations between the long and short forms of PARQ. The sample consisted of 212 Kuwaiti men and women (R.A. Ahmed, 2007 February). Results were very promising, indicating that the short form of the PARQ could be used as an efficient tool to assess the perception of parental acceptance-rejection, especially for research purposes.

At present, my associates and I have begun a study in Kuwait of relationships among perceptions of *parental* acceptance-rejection, perceptions of *siblings'* acceptance-rejection, perceptions of *best friends'* acceptance-rejection, and perceptions of *teachers'* acceptance-rejection in relation to respondents' personality dispositions (as measured by Rohner's Personality Assessment Questionnaire). Respondents are intermediate, secondary school, and university students. We expect that the results will shed important light on relationships among these classes of variables.

References

Ahmed, R. A. (2007). *PARQ long and short forms in Kuwait: A correlational study*. Paper presented at the 36th Annual Meeting of the Society for Cross-Cultural Research. San Antonio, Texas, USA, February 21-24, 2007.

All references mentioned in this review may be found in:
Ahmed, R. A. & Gielen, U. P. (2006). A critical review of Arab research studies on parental acceptance-rejection. Paper presented at the 1st International Congress on Interpersonal Acceptance and Rejection. Istanbul, Turkey, June 22-24, 2006.

Most of the references cited here are also available in the Rohner Center Extended Bibliography available on the web at http://www.cspar.uconn.edu/bibliographies.html

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2007 Recipient of the Dr. Richard J. & Sally Matthews Award for Scholarly Activity at Penn State

The Dr. Richard J. & Sally Matthews Award for Scholarly Activity is awarded to a deserving member of the Pennsylvania State University faculty in recognition of his/her scholarly and research activities. The award was created in 1988 through the generosity of Advisory Board Member, Dr. Richard J. Matthews and his wife, Sally. The 2007 recipient of this award is Dr. Parminder Parmar, Ph.D., Associate Director of Human Development and Family Studies. Dr. Parmar is currently conducting a cross-cultural study through the Ronald and Nancy Rohner Center for the Study of Parental Acceptance and Rejection. Dr. Parmar is using Rohner's measures to research teachers' acceptance-rejection and the role it plays in children's psychological adjustment, school conduct and academic achievement. This worldwide teacher acceptance-rejection project (TARP) is going on in approximately 15 countries. Dr. Parmar holds a Ph.D. in child and adolescent development from the University of Connecticut. She is Assistant Professor of Human Development & Family Studies at Pennsylvania State University, Worthington Scranton campus.

INTERNATIONAL COUNCIL OF PSYCHOLOGISTS ANNUAL MEETING, AMERICAN PSYCHOLOGICAL ASSOCIATION ANNUAL MEETING, August 2007

The International Council of Psychologists Annual Meeting was held in San Diego, California, August 11-14, 2007. ISIPAR Regional Representative Ramadan Ahmed presented *Arab Attempts to Develop Indigenous Scales and Measures for Assessing the Development of Moral Reasoning.* Sandra Rigazio-DiGilio, Senior Research Scientist/Practitioner in the Rohner Center, convened and chaired a symposium on *Clinical Application of PARTheory Measures in Relational Therapy.* Interest was expressed to have this information presented in workshop form in Australia.

The Annual Meeting for the American Psychological Association took place in San Francisco, California, August 17-20, 2007. On August 17, Ronald P. Rohner was honored to become a Fellow of Division 52, International Psychology. Congratulations, Ron! The following afternoon, Ramadan Ahmed and colleagues from Kuwait presented a conversation hour on *The Status of Psychology in Kuwait.*

REQUEST FOR INVITATION TO HOST 2010

The location for the 3rd International Congress on Interpersonal Acceptance and Rejection is still under consideration. So far, several suggestions have been made as to where the Congress should be held. Thanks to those who have volunteered to host this event, as it requires a great commitment on your part to ensure its success. The final decision will be made by the executive committee. If you, or someone you know, would like to host the 2010 Congress, please consider that the Conference site should be:

- Reasonably priced
- Easily accessible
- Open to all participants regardless of national origin, ethnicity, race, or other such considerations
- Interesting and comfortable
- Preferably associated with a university community

Ideally, the chairperson of the local arrangement committee should live in the area where the conference will be convened. To volunteer to host the 2010 Congress please contact Ronald P. Rohner, President, International Society for Interpersonal Acceptance and Rejection at rohner@uconn.edu.

UPCOMING CONFERENCES

Nashville, Tennessee, USA

World Conference hosted by American Association of Christian Counselors September 15-19, 2007 Nashville, Tennessee, USA. A 90-minute symposium: *A Christ-centered Application of Parental Acceptance-Rejection Theory.* T. Bryant, D. G. Rising, & R. P. Rohner

Calcutta, India

34th National Annual Conference of Indian Association of Clinical Psychologists, January 7-9, 2008. Calcutta, India. *Clinical Application of PARTheory Measures in Relational Therapy.* Two 90-minute symposia. Rigazio-DiGilio, S. A. & Rohner, R. P. (also invited to give a post- conference three day workshop).

New Orleans, Louisiana, USA

Society for Cross-Cultural Research Annual Conference February 20-23, 2008 New Orleans, Louisiana, USA
http://www.sccr.org

Rethymno, Crete

Second International Congress on Interpersonal Acceptance and Rejection
To be held July 3-6, 2008 in Rethymno, at the University of Crete, Crete. The theme of the Congress is "Acceptance, Rejection, and Resilience Within Family, School, and Social-Emotional Contexts". For more information please visit the website www.isiparweb.org.

Newsletter Layout: Lori Kalinowski & Nancy Rohner