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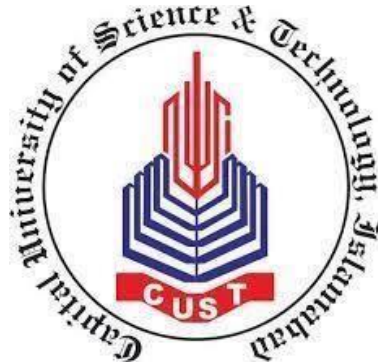
by
Kinza Mushtaq

BSP191006

A Research Thesis submitted to the
DEPARTMENT OF PSYCHOLOGY
in partial fulfilment of the requirements for the degree of
BACHELOR OF SCIENCE IN PSYCHOLOGY

Faculty of Management and Social Sciences
Capital University of Science & Technology,
Islamabad
January, 2023

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CERTIFICATE OF APPROVAL

It is certified that the research thesis titled "Association between Parental Rearing Style and Social Anxiety and Self-Criticism among University Students" carried out by Kinza Mushtaq, Reg. No. BSP191006, under the supervision of Dr. Sabahat Haqqani, Capital University of Science &Technology, Islamabad, is fully adequate, in scope and in quality, as a Research Thesis for the degree of BS Psychology.

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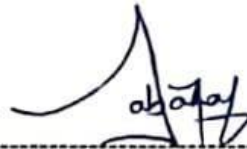
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Association Between Parental Rearing Behavior, Social Anxiety and Self Criticism Among University Students

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Kinza Mushtaq

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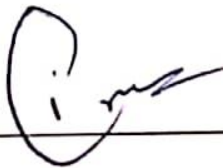
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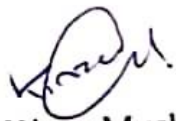
DEDICATION

I dedicated my thesis to my parents who are my world and precious than anything in my life. They always blessed me with their prayers and always supported me in every phase of life. They are always there for me whenever I needed them. They always guided me whenever I needed their guidance.

DECLARATION

It is declared that this is an original piece of my own work, except where otherwise acknowledged in text and references. This work has not been submitted in any form for another degree or diploma at any university or other institution for tertiary education and shall not be submitted by me in future for obtaining any degree from this or any other University or Institution.

Kinza Mushtaq

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February 2023

ACKNOWLEDGEMENTS

Abstract

The aim of this study was to examine the association between parental rearing behaviors, social anxiety and self-criticism among university students. Sample comprised of 300 students age range of 18 to 25 from university students of Rawalpindi/Islamabad. Convenient sampling was used for data collection. Parental rearing behavior was measured through Parental Bonding Instrument (Parker et al, 1979), social anxiety was measured by Social Interaction Anxiety Scale (Mattick, 1998), and self-criticism was measured by the form of self-criticizing and reassuring scale (Gilbert et al., 2004). The finding of the study was that there was positive relationship between parental rearing behavior and social anxiety as well positive relationship between self-criticism and social anxiety and all the reliabilities are highly reliable. Implication of the study was that according to this research, most children's lives are shaped by their parents. Children behavior is influenced by parent's ideas on how to raise them. According to this study social anxiety and parenting style are correlated, but parenting style is rarely given as much consideration in society. Further the research suggests that there should be awareness campaign and seminars for both parents and children to help them understand how important it is to be good parent. Conclusion is that no matter how conscious parents are of their kids, they frequently fail to think about how their children, they frequently fail to think about how their action might affect their children mental health. When children are young, they are being influenced by others also they try to imitate others. This is the point where action will be decided. In this situation Parental education is important. This is the critical period of one's life during which an individual owns their identity is developed. Over this phase, limited, or protective Parents are like barriers to

the mental and social growth.

Keywords parental rearing behavior, social anxiety and self-criticism

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CHAPTER-1 INTRODUCTION

The concept of parental rearing behavior called as parental concern towards their child that are interacted to the parents that results in collective emotional atmosphere of parents- child collaboration in which various parental attitude occurs (Darling & Steinberg 1993; Steinberg& Silk 2002). Researchers have found a link between the two but the link between different domains of parental rearing behaviors and social anxiety is yet to be known. Parental rearing behavior is one of the most relevant perspectives in the study of association between parents and children. Parental rearing behavior refers to reasonably consistent behavior pattern prosperity in rising and educating children through regular activity is one of the key components in family education. Lax and unduly harsh parenting practices typically lie on a spectrum with extreme in neither direction being deemed as undesirable (Steven's, 2014). According to early researcher, parental philosophy and practices had significant impacton how psychologically and behaviorally healthy children turned out (Brennan et al, 2013).

There are three types of parenting style that was distinguished by Baumrind (1991) these are Authoritative parenting style, Authoritarian parenting style and permissive parenting style. Authoritative parenting style is those who support their children in every situation, show love but apart from this they also set some rules and regulation for their children. They listen to every problem of their children and try to solve them (Baumrind 1991). According to studies authoritative parenting style is a

growth of secure attachment. Secure attachment has been linked to parental warmth sensitivity, acceptance, and emotional openness (Bartholomew K, 1991)

Authoritarian parenting style are not loving and caring. They don't even listen to problem of their children. These types of children have a greater risk of becoming fearful; having depression, anxiety (Baumrind 1991) and these types of children are not able to make any decision. (Zlomke & young, 2009). Permissive parenting style failed to establish clear goal, limits and rules for their children. They are not emotionally attached with their children (Baumrind 1991).

Social anxiety is defined as usual human experience characteristics that are activated by an extreme fear of being judged by other in society (Morris & Heimberg, 2013). Social Anxiety occurs when one believes that their thought is different from what other thought about themselves (Loudin et al., 2003).

Self-criticism is continuous and harsh procedure of self-evaluation. It is the inability to feel happy by one's performance and too many concerns about other's assumptions (Dunkely, & Blankstein, 2003). It is associated with negative emotions. Self-critical individual always wants that their work should be done perfectly.If they did not perform well in any task they criticize themselves and their abilities, fells stressed and depressed (Shapira & Mongrain, 2010). Self-critical individuals experienced high level of stress. The individual with these characteristics may later develop the tendency to show improper coping styles.

Literature Review

In a review of literature on the relationship between parenting and childhood anxiety, it has been found that anxiety in children is most consistently associated with three parenting dimensions that are overprotection, emotional warmth and parental rejection (Wood et al, 2003). Twin and family studies have proven the connectionbetween parental and child anxiety. Specific aspects of parental rearing such as acceptance /rejection, psychological control/autonomy and behavioral control have been studied (Schaefer,1965) .Parental acceptance is term used to describe healthy parenting practices in which parents shows affection and approval for their children and receptive to them (McLeod et al., 2007).Parental psychological control entails a lack of encouragement for a child's psychological autonomy as well as limitations, invalidation and manipulation of child's emotional experience (Barber, 1996). Recent studies have focused on achievement - oriented psychological control, a specific type of psychological control with relevance to self -critical parents with high level of achievement use different techniques to control their children and to communicate their demands and to pressure their children for good performance. In such a persuade parenting environment young children slowly adopt the parents' high standards for achievement and engaged in self -critical judgment when they are unable to meet these externally imposed or self-imposed standard (Soenens et al., 2010).

Parental Overprotection

Parental overprotection is getting increasingly popular when it comes to social anxiety vulnerability. Parental overprotection is characterized as a parent's excessive involvement to shield their children from damage, whether or not the conditions are

harmful (Parker, 1983). This is thought to make a child feel powerless in their surroundings, decreasing feelings of autonomy and personal achievement and causing anxiety (Bagels & Brechman, 2006). Parental overprotection has been demonstrated to adversely impact children's capacity to adapt (Kim & Yang, 2018). By limiting children's experiences. It prevents their psychological development and may cause neurosis and psychopathology (Alder, 1931) as well as atrophy of their autonomy (Ingen et al., 2015), or other issues including poor academic satisfaction, low academic achievement, substance misuse and thoughts of ineptitude (Schiffrin et al., 2005) are common.

Parental overprotection can result in social anxiety according to (Kim et al., 2005 and Suh et al,2015). Later researcher also indicated substantial connection among social anxiety and parental overprotection (Ginsburg et al., 2011), supporting the observation made by (Rape and Melville, 1997) that patient with social anxiety disorder tends to report that their parents were over concerned additionally low level of social anxiety, and individual with social anxiety have decreased expectations about their capacity to deal with social settings (Lanw et al., 2015).

Relationship between Parental Overprotection and Social Anxiety

Studies found that children do feel parental overprotection is linked with increased level of their anxiety. Parental overprotection set stage for increased vulnerability to grow personal features related to anxiety (Wood, 2006). People with social anxiety also have hypersensitivity, to criticism and negative judgmental, low self-esteem, difficulties defending their rights, and feeling of which are all signs of social anxiety. These people have more introvert personality. They have low self-esteem, poor

social skills and high level of vulnerability. In many bad settings it is associated with social anxiety (Social phobia). Sadness, panic attack, misuse, mood disorder, alcohol or substance abuse among them (Ksuz, 2002). Social anxiety contains fear of surrounding.

Parental Warmth

Parental warmth is a sign of a parental affection towards their child (Rohner, 2004). Warmth is communicated to children through parenting action s including comfort, care, nourishing and support. According to Rohner (2004) parental warmth is viewed as the antithesis of parental absence or withdrawal of parental love and serves as the sign of parents love and acceptance of the child (Rohner & Britner, 2002).

Some studies found that maternal warmth assessed was positively associated with children executive function's ability and negatively associated with children executive functions issues, assess in early childhood (Matte-Gagne et al., 2015). Additionally, the study revealed that maternal parenting's positive and negative facets assessed in child infancy and toddlerhood and integrated in the same analytical model, were independently predictive of the child's general abilities in inhibition updating working, memory and attention.

Relationship between parental warmth and social anxiety

It has been shown in the past that mothers of anxious children exhibit lesswarmth, regardless of their own anxiety level. For instance, Crosby Budinger et al found during parent-child performance task, parents with SAD exhibits less warmth. Several researchers have revealed that person with SAD is typically less expressive of their emotions.

Parental Rejection

Parental negligence is defined as the lack of or immense withdrawal of warmth, affection, and love from parent towards their offerings. Parental styles marked by warmth, aggression, and rejection are linked to children's mental health problems, according to recent research. In addition, recent study reveals that father's and mother's behaviors can have different consequences on their children's psychological adjustment (Rohner, 1975). Rohner discovered that when parents reject their children, they frequently engaged in the negative behavior that either cause the child's anguish to be externalized through bullying or disobedience, or internally expressed through anxiety or despair. The kind of rejection though did matter. For instance, children who were raised by cold hearted father were more likely to develop internal issues.

Although the degree of education of moms had no bearing on internalizing issues, children of mother with more education tended to have fewer externalizing issues. Parental rejection is linked to psychological illness. According to several researcher, children and teenagers, psychological and social development varies depending on weather their parent- child connection is based on rejection. It is founded on evidencethat shows how the rejection axis makes it main dimension influences several aspects of parental conduct as it develops during the parenting process (Rohner, 1986). The children who have suffered from the parental rejection from their parents have occur mental disorders (passive, apathy, depression and nervous alterations) which are typically of certain personality traits (Naghavi, 2013).

Relationship between Parental Rejection and Social Anxiety

The rejection coming from parents is directly connected to enhance level of social anxiety with enhance degree of irresponsible attitude leading to increased social anxiety (Bogel et al., 2001). Only two researches however have looked at this association in teenagers. As a result, the connection between parental negligence and social anxiety of child is yet to be known and more research is needed (Lein et al., 2000). We assumed including that there are differences among groups in terms of parental control and parental overprotection based on theoretical perceptions and actual data from studies on migratory adolescents.

No unexpected changes in the emotional warmth were anticipated. According to the theory emotional warmth protect everyone against depression whereas paternal rejection and punishment increase the chance of depression. Additionally, it was hypothesized that paternal over protection and control has different effect on depression in adults. As there is still sick of comprehensive understanding of how paternal and maternal parenting practices affects immigrants" mental health, gender related impact is explored separately for mother and father. Due to the relationship between socioeconomic status and immigrants" status all analyzes were adjusted for it. (Manfred, 2022).

In good parenting, various physical factors related to surrounding plays important role in predicting whether the child is capable to behave positively to the internal or external experiences for gaining their targets. (Steinberg et al., 1992). Parents need to cope up with the challenges of mediating the maturity and disciplinary demands they related to their life and built an integrate life for their children into their family and environment while balance an atmosphere of love and warmth for giving best result for

their child.

Moreover, practices performed by the parents are distinguished with time due to more industrialization, modernization, awareness, and economical progress. Moreover, the demands of children are modifying with the passage of time. So, this study will be focused to find the association between parenting style and social anxiety from university students how they are treated by their parents and how they perceive it. Parental attitude is one of the most important determinants in social anxiety. Parental attitude and children's impression of these views are two variable that impact people's connections with other people and their adaptation to society (Edroan & Ucukolu, 2011). The children perception of their parents views quite crucial. As a result, it will be critical for parents to understand how their children's attitude is interpreted by their children to take the required precautions. Given that human development begins in childhood, it is important to remember the parent's attitude can have a lasting impact on their children's life. When the elements affecting the situation in question are studied (Yavuzer, 2005).

Positive parental rearing behavior during a child's formative years significantly counteracts the risk of a future manifestation of psychological disorders since it influences the development of resilience positive. Due to the positive rearing behavior teenagers develop self-confidence and feelings of self-efficacy (Clark & Ladd, 2000). While negative parenting style such as overprotection and excessive interference, were more likely to increase children's social anxiety (Brown & whiteside, 2008). Parents prepare their children to face life's problems and to be self-assured. On the other hand, by overprotective and nervous parenting; parents may instill concern and anxiety in their children, making them feel scared and apprehensive in uncertain situation (Greco and

Morris, 2012).

Tabatabaeirad et al., (2017) found significant positive correlation between the authoritarian and permissive parenting styles and social anxiety. Moreover, a significant negative correlation was observed between the authoritative parenting style and Internet addiction and social anxiety. A dominant approach between individualism and collectivism, which can be understood as alternating levels on axis rather than two opposite poles, is the predominant approach in explaining the culture differences in parenting (Preevo MJ, 2017). Cultures that are more individually oriented tends to place more emphasis on values like self- fulfillment, autonomy and independence, whereas culture that are more collectively oriented place more emphasis on values like nurturing obedience and interdependence.

According to Schkenkar & Leary (1892), as an individual observes, anxiety presents itself in social situations. It is stated in several ways how a particular parenting style or home environment can appear to be a natural component in the onset or progression of social anxiety. From past evidence parental control, rejection and overprotection have been main features of parenting capable of influencing the vulnerability for anxiety disorder (Arrindell et al., 1979).

Social anxiety is something that is different from fear. Fear is something that is related to danger. Some people think that anxiety is important and good for you, because it increases your creativity, and aware you about life possibilities (MacLeod, & Bekerian, 1991). Some individual knows it better that how to handle this state than other with positive energy and direction, while some don't know how to handle this situation. Taking tension is the main component of anxiety and inference of uncertain is the factor contributes to tension (Zlomke & Young, 2009). The study has examined various risk factor of anxiety (Dadds, 2002).

To prevent problem related to tension that leads functional impairment this includes the condition that is known as Generalized Anxiety Disorder (GAD; American Psychiatric Association, 2000). Cognitive model purpose that family plays important role in social learning during the childhood and adolescents (Choprita & Barlow, 1998).Some studies have examined the relationship between different family structure and later experiences of psychopathology (Stark et al., 1990). Some of the ecological factors of anxiety were identified that are critical.

Number of ecological factors have found in child social anxiety including genetic factors behavioral inhabitation, parent-child attachment, parenting styles, peer relationships, social skills deficits and traumatic experiences (Psychol Q, 2006). With respect to parental factors, there is high level of parental anxiety; parental overprotection and parental rejection have been noted as being associated with high social anxiety symptoms of social anxiety disorders in youth. There is a link found between parental and anxiety through twin and family studies (Beidel DC, 1997).

Manifestations of emotional support with adolescents according to (Meesters et al., 2000) both parental attachment and upbringing had an impact on how anxious youngsters were similar symptoms. Academic have cautioned that even though anxiety in children is a common issue in many societies, it causes and its effect. A persistence and noticeable fear of one or more social or performance circumstances in which person is exposed to unknown individuals or to potential public scrutiny is referred to as social anxiety disorder (SAD) in the DSM-5. SAD suffers worry about acting in a way that will be unpleasant and shameful.

Epidemiological studies have shown that anxiety disorder generally begin in early adolescents at the age of 13, with the exception of separation anxiety disorder which tends to start in early childhood. SAD incidence rates among adolescents' range between 10 and 15 percent, making it one of the most prevalent anxiety disorders at this developmental age (Murray L., 2014). Social anxiety symptoms in children may be exacerbated by parental neglect and peer victimization. The influence of other childhood disease such as Attention deficit hyperactive disorder (ADHD) in children with SAD and its relationship to parenting and peer victimology has also been covered in previous research considering this framework. According to (Tuke et al, 2017) ADHD develop in children who exhibit maladaptive social communication.

Several studies have shown that self-criticism plays intercede role in relationship between psychologically controlling parents and depressive symptoms, this shows that psychologically controlling parents can affect young people with depression. (Campos et al, 2010) Young people whose involvement with critical rejecting parents displaying

Inconsistent love appears to originate self-criticism (Koestner et al., 1991). A great deal of research has been done on the actual parenting as well as perceived parenting and self-criticism (Brewin et al., 1996). Various studies have also been conducted on the relationship between parenting style as well as gender differences.

Self-critical destroy parent child relationship in a way that the self-critical mother gives negative feedback. They are very controlling, and they give a lot of punishment to their children's. They are not only insecurely attached this can lead them toward depression. Previous research supposes that self-criticism in young people is the direct result of the child incorporate parental criticism. Their result shows that self-criticism was independent of depression score related to perceived parental criticism but not to parents own reports of criticism but not to parents own reports of criticism. This study does not examine the relationship between parental style, self-criticism but not to parents own reports of criticism, but also consider how specific parental style and self-criticismpredict young people psychological well -being and mental health (Zuroff, 1992).

Theoretical framework

The Attachment theory (Ainsworth & Bowlby, 1991) emphasized the importance of considering both positive and negative exposure of parenting when studying it as a potential correlateof child executive functions. Parental warmth, which involves parental support, praises, and displays of affection and tranquility, may model good self-regulation, lead to more positive parent–child exchanges, and promote children's executive function skills. Meanwhile, parental hostility, which involves parental rejection, reprimands, and loss of temper and control, may model poor self-regulation, lead to more negative parent–child interactions, and create children's executive function problems.

Rationale

The aim of the study was to evaluate parent's perception about their own parental rearing behaviors and levels of self-criticism explore association between these variables and between. Current study holds a great importance in terms of culture of Pakistan. Priorities are given to family and social environment around the needs of individual. However, despite from social and culture factors, religion has a significance influence on the practices performed by parents and parent's control is considered important in Pakistan. Therefore, this study was significantly in understanding that how parenting style relates to social anxiety of individuals and self-criticism. There are few studies (Blatt et al., 2014) done in Pakistan that has investigated the relationship between dimension of parenting behavior, social anxiety and self-criticism. Studies have explained that higher level of self-criticism among youth may take them towards psychological distress. The study also focuses on association of self-criticism with psychological distress.

The study will provide evidence for creating and promoting healthy parenting attitude that will lessen the social anxiety and self-criticism. Association between the two variables might be different in Pakistan as culture plays an important role in one of our variables that parenting style and self-criticism.

Objectives

1. To find the association between bonding with mother and father and social anxiety.

2. To find the association between bonding with mother and father and self-criticism.

3. To find the association between self-criticism and social anxiety.

Hypotheses

1. There will be a significant relationship between bonding with mother and father and social anxiety.

2. There will be a significant relationship between bonding with mother and father and self-criticism.

3. There will be a significant relationship between self-criticism and social anxiety.

CHAPTER-2 METHOD

In this chapter the details of the methodology used in thesis are presented including research design, sampling techniques, inclusion and exclusion criteria, instruments used and the procedure of the study. Spearman correlation was conducted, as variables was non normally distributed.

Research Design

The research design of study was correlation.

Sample and Sample Size

The sample was consisting of 300 participants. The age of the participants was range from 19 to 25 years. Participants were recruited from different universities in Islamabad/Rawalpindi using convenient sampling.

Inclusion criteria

Following are the inclusion criteria of the study:

- University students from age range of 19-25 were included

- Individuals living with their parents.

Exclusion criteria

- Individual with diagnosed physical and mental health issues which hinder their participation in the study will be excluded.

- Hostelite was excluded.

- Students from broken family were excluded.

Instruments

Following instruments was used in study

Parental Bonding Instrument

PBI was developed by Parker et al, (1979). Parental Bonding Instrument measures parental attitude derived from an individual's childhood experience with their parents. The factors structure of PBI differs depending on variables such as psychological factors including culture, race, sex and psychological and social conditions of participants. As this instrument has cutoff score for both father and mother, it is usable for children with two parents as well as with children of single parent. The reliability of the scale given is .900. There are 25 items questions, including 12 care items and 13 overprotection items. The psychometric properties of this scale were designed to measure contribution of parental behavior to the development of appropriate bond between parents and children.

Social Interaction Anxiety Scale

The Social Interaction Anxiety questionnaire (SIAS) is a self-report scale that measures distress when meeting and talking with others. It was developed and published by Mattick and Clarck in 1998. It is 20 items scale that measures response rate on their experience and social situation associated with social anxiety DSM 5 TR criteria. There are 20 items that are rated on a 5-point Likert scale ranging from "not at all characteristics of me" to "extremely characteristic of me." Items are self-statements

describing reactions to social interactions in dyads or groups. A total SIAS score is generated by summing the ratings after reverse scoring three positively worded items.

The SIAS is supported by a variety of psychometric data. Mattick and Clark (1998) reported good test-retest reliability and internal consistency across five patient and control groups. Heimberg et al. (1992) reported similar test-retest reliability and internal consistency figures in a study with undergraduate students, community volunteers, and patients with SAD. The SIAS has also been found to be positively correlated with other anxiety measures (Mattick & Clark, 1998).

Self-Criticism

The author of the scale was Gilbert, Clarke, Hempel, Miles and Irons (2004). It was developed to measure self-criticism and the ability to self-reassure. This scale consists of 22- item, which measures different ways people thoughts and feel about them when things go wrong for them. The items have three components, there are two forms of self- criticalness; inadequate self, which focuses on a sense of personal inadequacy (I ameasily disappointed with myself), and hated self, this measures the desire to hurt or persecute the self (I have become so angry with myself that I want to hurt or injury myself), and one form to self-reassure, reassure self (I am able to remind myself of positive things about myself). The responses are given on a 5-point Likert scale (ranging from 0 = not at all like me, to 4 = extremely like me). Cronbach alphas were 0.90 for inadequate self's and 0.86 for hated self and reassured self respectively.

Procedure

Sample was 0-consisting of both male and female university students from age 19 to 25 years. Institutional approval was taken from universities. All the participants were debriefing about the study topic, its rationale and their role in the study. Participant was provided with demographic form and consent form, and they were assured that their information was kept confidential. They are allowed to leave the study whenever they feel like. Then theywere given PBI, SIAS, and FSCRS questionnaire.

Ethical Consideration

This study was conducted under the supervision and approved by the department. Consent taking and debriefing was done under ethical guidelines provided by APA. Confidentiality of the participants was ensured by researcher. No student was forced to fill the questionnaire; they were able to leave the study whenever they want. No data of participants was shared to anyone.

CHAPTER 3 - RESULT

This study was aimed to determine the association between Parental Bonding Instrument, Social Anxiety and Self-criticism among University Students. In this chapter the results and the findings of the study are presented in the form of frequency and percentages of demographics variables, descriptive statistics and psychometrics of measures and correlations for testing the hypothesis.

Demographic characteristics

Table 1

Descriptive analysis of demographic variables of this study participants (N=300)

Demographic variable	*F*	%
Gender		
Male	105	31.6
Female	193	58.1
Relationship status		
Single	267	80.4
Engaged	25	7.5
Married	6	1.8
In a relationship	0	0
Guardians' occupation		
Only Father works	295	88.9
Only mother works	3	.9
Both parents work		
Family vehicles		
No	22	6.6
Yes one	249	75
Yes two or more	24	7.2
Please explain	3	.9
Own bedroom		
Yes	88	26.5
No	205	61.7
Travelling hours		
Not at all	116	34.9
Once	76	22.9
Twice	19	5.7
More than twice	86	25.9
Computers		
None	45	13.6

One	229	69.0
Two	17	5.1
More than twice	7	2.1
Live with		
Both my mother and father	247	74.4
One parent	47	14.2
One parent and stepparent	0	1.2
Other family member	4	89.8

Note: *f= frequency, %=percentage*

Table 1 exhibits the demographic variables and their frequency and percentage of the study sample considering the total participants (*N*=300) majority of the participants were female (58.1%). The study consisted of gender female have 193 frequencies higher and male have 105 frequency with percentages 58.1% and 31.6%. In relationship status the frequency of singles is (*f*= 267) engaged is (*f*=25) Married is (*f*= 6) with percentage 80.4, 7.5, 1.8. In guardian occupation the frequency of only fathers work is (*f*= 295) and only mother work is (*f*= 3) and both parents works is with percentages 88.9, 0.9 and. In own bedroom the frequency of yes is (*f*=88) and the frequency of No is (*f*=205) with percentages 26.5 and 61.7. In travelling hour, the frequency of not at all is (*f*=116), Once is (*f*=76), twice is (*f*=19) and more than twice is (*f*=86) with percentages 34.9%, 22.9%, 5.7%, 25.9%. In computers the frequency of none in (*f*=45), none is (*f*=229), two is (*f*=17)* more than twice (*f*=7) with percentages 13.6%, 69.0%, 5.1%, 2.1%.

Descriptive and reliability analysis

Table 2

Descriptive statistics and alpha reliability of the measures

Measures	Items	α	*M*	*SD*	Skew	Kurt	K-S	*p*
BWM	25	.91	35.42	19.35	.76	-.12	.13	.000
BWF	25	.90	35.95	18.86	.78	-.16	.15	.000
SIAS	20	.89	29.70	13.59	.63	1.67	.09	.000
FSCRS	22	.80	31.65	12.39	-.12	-.64	.08	.000

NOTE: *M = mean, SD = Standard Deviation, α = Alpha Reliability, Kurtosis = Kurtosis, Skew = Skewness, K-S = Kolmogorov – Smirnov, BWM= Bonding with Mother, BWF= Bonding with Father, SIAS= Social Interaction Anxiety Scale, FSCRS= the form of self-criticizing and reassuring scale*

Table 2 shows the item numbers, Alpha reliabilities, Mean, Standard Deviation, Skewness and Kurtosis of all the scales used in the present study. Table shows skewness, kurtosis and Kolmogorov-Smirnov its value is non-significant (<.05) which also shows the data is non- normally distributed

Distribution curve

Following are the figures representing the shape of distribution curve for continuous variables.

Figure 1

Distribution of scores for Bonding with Mother N=300

Figure 1 shows non-normal distribution for bonding with mother
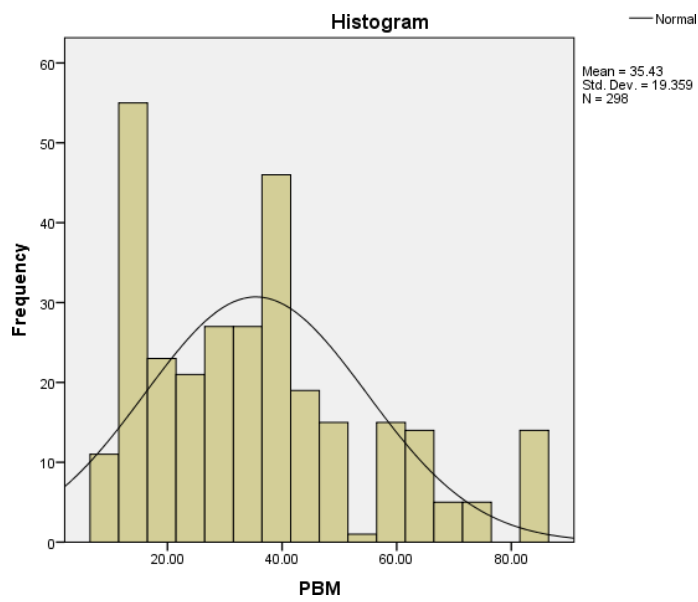
Figure 2

Distribution of scores for Bonding with Father N=300

Figure 2 shows non –normal distribution for bonding with father.
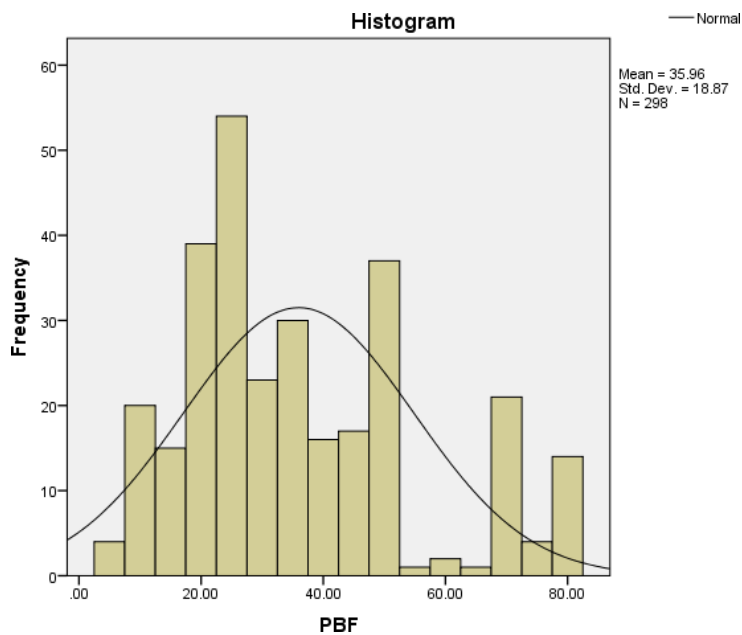
Figure 3

Distribution of scores for Social Interaction Anxiety Scale N=300

Figure 3 shows non-normal distribution for social interaction anxiety scale
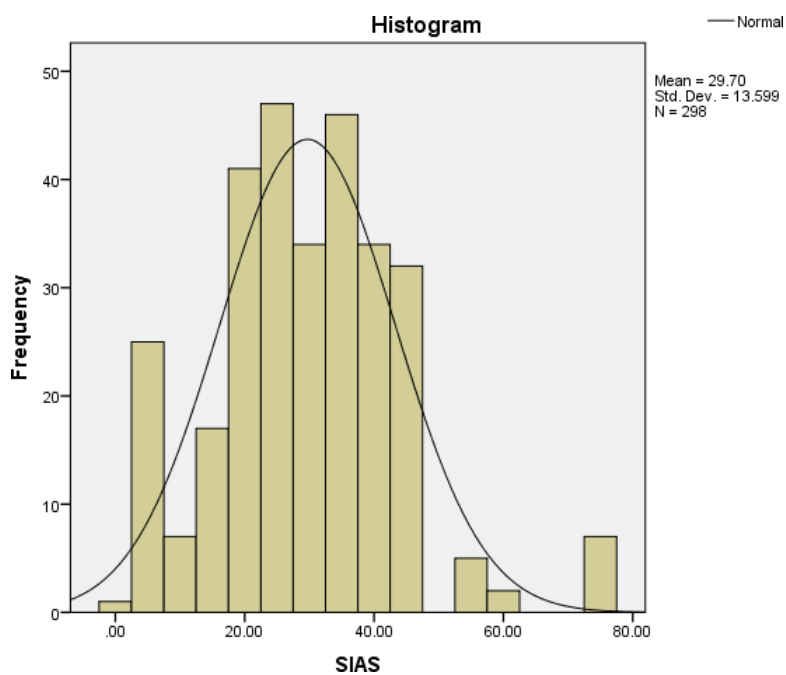
Figure 4

Distribution of scores for self- criticism N=300

Figure 4 shows non normal distribution for self-criticism.

Histogram

Mean = 31.66
Std. Dev. = 12.394
N = 298
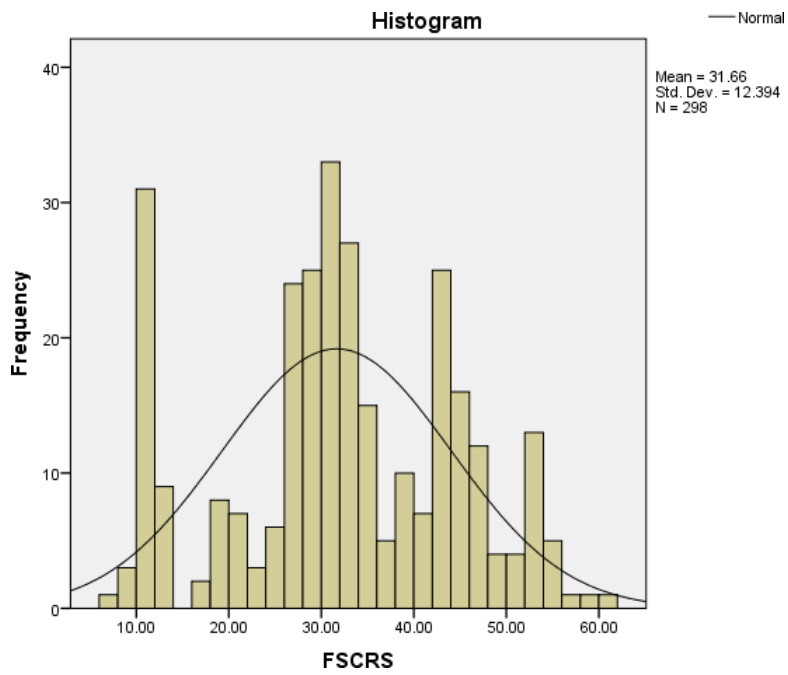
Correlation Analysis

Table 3

Spearman correlation of bonding with mother, bonding with father, social anxiety and self-criticism

Variables	N	1	2	3	4
1.BWM	300	1	-	-	-
2.BWF	300	.81**	1	-	-
3.SIAS	300	.11	.02	1	-
4 FSCRS	300	.39**	.25**	.32**	1

**. Correlation is significant at 0.01 levels (2- tailed)

Note: BWM= Bonding with Mother, BWF= Bonding with Father, SIAS= Social Interaction Anxiety Scale and FSCRS= Form of Self –criticism and Reassuring scale.

Table 3 shows that bonding with mother has non-significant relationship with social Anxiety ($r = .11$, $p = .06$). It also shows that bonding with father has no relationship with social Anxiety ($r = .02$, $p = .71$). Social Anxiety has significant positive relationship with self-criticism ($r = .32$, $p = .000$). This table also shows that bonding with mother has significant relationship between self-criticism (p=.000, r=.39). Bonding with father have significant positive relationship with self-criticism (p=.000, r=.25)

CHAPTER 4 – DISCUSSION

There are three variables used in my studies which are Parental rearing behavior, social anxiety and Self-criticism. Parental rearing behavior is defined as the concerns of parents towards their children that are interacted to the parents. The second variable is social anxiety which is defined as usual human experience characteristics that are activated by an extreme fear of being judged by others in society. My third variable is Self-Criticism which is defined as the continuous and harsh procedure of self-evaluation. If self-critical individuals are unable to complete their tasks on time, they criticize themselves and their abilities. Literature shows that relationship between parenting and childhood anxiety, it has been found that social anxiety is linked with the domains of parenting styles. Twin studies have proven the connection between parental and child anxiety. Previous research supposes that self-criticism in young people is the direct result of the child incorporate parental criticism.

The aim of the study is to find the association between parental rearing style, social anxiety and self-criticism. The current study holds a great importance in terms of culture of Pakistan. Priorities are given to family and social environment around the needs of individual.

Different scales were used in this study during the data collection process which is Parental Bonding Instruments (PBI), Social Interaction Anxiety Scale (SIAS) and the form of self-criticizing/ self-reassuring scale (FSCRS). Data were collected from different universities of Rawalpindi/Islamabad. Consent form was given to the participants.

Demographic Characteristics

A sample of 300 participants was taken from the present study. A total of 105 male 31.6% and 193 females 58.1%. The convenience sampling techniques was used to select the sample for this study. The demographic variables and their frequency and percentage of the study sample considering the total participants (f=300) majority of the participants were female (58.1%). The study consisted of gender female have 193 frequencies higher and male have 105 frequencies with percentages 58.1% and 31.6%. In relationship status the frequency of singles is (f= 267) engaged is (f=25) Married is (f= 6) with percentage 80.4, 7.5, 1.8. In guardian occupation the frequency of only fathers work is (f= 295) and only mother work is (f= 3) and both parents works is with percentages 88.9, 0.9 and. In own bedroom the frequency of yes is (f=88) and the frequency of No is (f=205) with percentages 26.5 and 61.7. In travelling hour, the frequency of not at all is (f=116), Once is (f=76), twice is (f=19) and more than twice is (f=86) with percentages 34.9%, 22.9%, 5.7%, 25.9%. In computers the frequency of none in (f=45), none is (f=229), two is (f=17) more than twice (f=7) with percentages 13.6%, 69.0%, 5.1%, 2.1%.

Reliability of scales and subscales

The questionnaire used in this study includes demographic sheet, Parental bonding instruments questionnaire (PBI), Social interaction anxiety scale (SIAS), and form of self-criticizing/ self-reassuring scale (FSCRS). The reliability of parental

bonding with mother is .91 and with father is .90 and in original scale the reliability givenwas .90. In Social interaction anxiety scale the reliability found was .89 and in original scale the reliability given of Cronbach was 0.87 and 0.90. In Self-criticism scale the reliability found was .80 and in original scale the reliability of Cronbach alphas was 0.90 for inadequate self and 0.86 for hated self.

Correlation of bonding with mother, bonding with father, social anxiety and self-criticism

The first hypothesis shows that there would be a significant relationship with bonding with mother and social anxiety. The finding of the study shows that the Bonding with Mother has non-significant positive relationship with social Anxiety ($r = .11, p = .06$). The second hypothesis shows that there would be a significant relationship with bonding with father. The finding of study shows that Bonding with Father has no relationship with social Anxiety ($r = .02, p = .71$). Social Anxiety has significant positive moderate relationship with self-criticism ($r = .32, p = .000$). The third hypothesis shows that there would be a significant relationship with bonding with mother and self-criticism. And the finding of study shows that bonding with mother has significant moderate relationship between self-criticism (p=.000, r=.39). The fourth hypothesis shows that there would be a significant relationship with bonding with father and self-criticism. And the finding of the study shows that Bonding with father have significant week positive relationship with self-criticism (p=.000, r=.25).

This was comparable reliability, the difference is due to culture reason.

Conclusion

No matter how conscious parents are of their kids, they frequently fail to think about howTheir children, they frequently fail to think about how their action might affect their Children mental health. When children are young, they are being influenced by others also They try to imitate others. This is the point where action will be decided. In this situation Parental education is important. This is the critical period of one's life during which An individual owns their identity is developed. Over this phase, limited, or protective Parents are like barriers to the mental and social growth.

Limitation

1. One limitation of the study was small sample size, which may affect generalizability of results.

2. The study only looked at association between these variables and did not investigate casual relationships between them.

3. Further research is needed to fully understand the complex relationship between parental rearing behavior, social anxiety and self-criticism.

4. Some people are not comfortable while filling the forms and they did not give true information about their upbringing in answers which will affect the validity of study. In effort to ignore this kind of situation the participant is insured that all necessary precautions must be taken to protect their data.

Implication

1. According to this research, most children's lives are shaped by their parents. Children behavior is therefore greatly influenced by parent's ideas on how to raise them. According to this study social anxiety and parenting style are correlated, but parenting

style is rarely given as much consideration in society.

2. If parents want best result for upbringing of their children's it is suggested that they should do more research about different parenting method and their impacts.

3. The research suggests that there should be awareness campaign and seminars for both parents and children to help them understand how important it is to be good parent.

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Consent Form

I confirm that I have read and understood the preceding information sheet. I have been given the opportunity to ask questions. My participation in the study is voluntary and I have the right to withdraw from the study at any time. I understand that the information obtained from the questionnaires will be anonymized and will be used for the purposes of research only. I agree to take part in this study.

Information sheet

Study: Parental Rearing Behavior and Social anxiety and Self –criticism

Researcher: Kinza Mushtaq

What is the purpose of study?

I am Kinza Mushtaq students of BS Psychology at Capital University of Science and Technology, I would like to invite you to take part in this research study. Before you decide you need to understand why this research is being conducted and what it would involve. The purpose of this research is to understand parenting style and its association with personal and social aspects. Please take time to read the following information carefully ask questions if anything you read is not clear or if you would like more information.

Why you are invited to participate in the study?

All young adults aged between 18 to 25 years, enrolled in a university are invited to participate in the study.

What do you have to do to take part in the study?

The study will be explained to young adults and any questions they raise will be addressed. After filling in the consent form the young adults will be asked to complete a series of questionnaires about their perceptions.

Do you have to participate in the study?

Any participation is voluntary. You have the right to discontinue at any point. You will not be contacted further. The incomplete questionnaire returned to the administrator may or may not be used in the analyses based your consent about it.

What is the cost of the participation?

There is no cost of participation in the study beyond the time and effort to fill in the questionnaire.

Who approved the study?

The study is reviewed by the Capital University of Science and Technology, Islamabad, department of psychology.

What about confidentiality and anonymity?

Your responses will be kept confidential and will be anonymized. Any publication of the research will not include any identification of the respondent both at individual and institutional levels.

What are the advantages or disadvantages of taking part in the study?

There are no personal or academic benefits or drawbacks of participating in the study. This study may cover areas that are sensitive or distressing. If you will feel any discomfort during the study you may choose to discontinue at anytime. A list of professional organizations with whom you can talk is given to all participants.

Further information:

I am Kinza Mushtaq the researcher of the study ,my email I'd iskinza.mushtaq6313@gmail.com, our head of department is Dr.Sabahat haqqani, her email ID is sabahat.haqqani@cust.edu.pk, department of psychology at Capital University of Science and Technology .

List of professional organization

If you are facing any mental issues

You can take help from well-being center at Capital University of Science andTechnology, there contact number is 051-111555666 and their email ID is wbc@cust.edu.pk and their timings are 9 to 5

Part-A

This questionnaire has 4 parts. Some questions are asked about your relationship with your mother and father as well as your social interaction and how you evaluate yourself.
First, a few questions about YOU:

What is your education level? _____

How old are you? ___

Are you?   male   female

Are you?   Single   Engaged   Married   In a relationship

What is your guardian's occupation/ employment

Father / Guardian 1 __   Mother/ Guardian 2 __

6. Does your family own a motor bike, car, van or truck (e.g., double cabin cars)?	No	Yes, one	Yes, two or more	Please explain
7. Do you have your own bedroom for yourself?	No	Yes		
8. During the past 12 months, how many times did you travel away on holiday with your family?	Not at all	Once	Twice	More than twice
9. How many computers does your family own?	None	One	Two	More than two

Who do you live with most days of the week?
   a. Both my mother and my father
   b. One parent
   c. One parent and a step-parent / partner
   d. Other family member (please specify) _____

What is your religion?   _____

What is your country of birth?   __

Do you live in joint family system or in nuclear family?
   a. Joint family   b. nuclear family

Do you feel that you have some impairment/disability?
   a. Yes   b. No

If yes please specify

Have you ever been diagnosed with any physical or mental condition?
   a. Yes   b. No

If yes, specify

Are you currently suffering from any diagnosed physical or mental health condition?
   a. Yes   b. No

If yes please specify

Part-B

This questionnaire lists various attitudes and behaviors of parents. As you remember your MOTHER in your first 16 years would you place a tick in the most appropriate box next to each question?

	Very like	Moderately like	Moderately unlike	Very unlike
1. Spoke to me in a warm and friendly voice				
2. Did not help me as much as I needed				
3. Let me do those things I liked doing				
4. Seemed emotionally cold to me				
5. Appeared to understand my problems and worries				
6. Was affectionate to me				
7. Liked me to make my own decisions				
8. Did not want me to grow up				
9. Tried to control everything I did				
10. Invaded my privacy				
11. Enjoyed talking things over with me				
12. Frequently smiled at me				
13. Tended to baby me				
14. Did not seem to understand what I needed or wanted				
15. Let me decide things for myself				
16. Made me feel I wasn't wanted				
17. Could make me feel better when I was upset				
18. Did not talk with me very much				
19. Tried to make me feel dependent on her/him				
20. Felt I could not look after myself unless she/he was around				
21. Gave me as much freedom as I wanted				
22. Let me go out as often as I wanted				
23. Was overprotective of me				
24. Did not praise me				
25. Let me dress in any way I pleased				

Part-C

This questionnaire lists various attitudes and behaviors of parents. As you remember your FATHER in your first 16 years would you place a tick in the most appropriate box next to each question

	Very like	Moderately like	Moderately unlike	Very unlike
1. Spoke to me in a warm and friendly voice				
2. Did not help me as much as I needed				
3. Let me do those things I liked doing				
4. Seemed emotionally cold to me				
5. Appeared to understand my problems and worries				
6. Was affectionate to me				
7. Liked me to make my own decisions				
8. Did not want me to grow up				
9. Tried to control everything I did				
10. Invaded my privacy				
11. Enjoyed talking things over with me				
12. Frequently smiled at me				
13. Tended to baby me				
14. Did not seem to understand what I needed or wanted				
15. Let me decide things for myself				
16. Made me feel I wasn't wanted				
17. Could make me feel better when I was upset				
18. Did not talk with me very much				
19. Tried to make me feel dependent of her/him				
20. Felt I could not look after myself unless she/he was around				
21. Gave me as much freedom as I wanted				
22. Let me go out as often as I wanted				
23. Was overprotective of me				

24.Did not praise me				
25. Let me dress in any way I pleased				

<div align="center">Part-E</div>

When things go wrong for me:

		Not at all like me	A little bit like me	Moderately like me	Quite a bit like me	Extremely like me
1.	I am easily disappointed with myself.	0	1	2	3	4
2.	There is a part of me that puts medown.	0	1	2	3	4
3.	I am able to remind myself ofpositive things about Myself.	0	1	2	3	4
4.	I find it difficult to control my anger and frustration at Myself.	0	1	2	3	4
5.	I find it easy to forgive myself.	0	1	2	3	4
6.	There is a part of me that feels I am notgood enough.	0	1	2	3	4
7.	I feel beaten down by my own self-critical thoughts.	0	1	2	3	4
8.	I still like being me.	0	1	2	3	4
9.	I have become so angry with myselfthat I want to hurt or Injure myself.	0	1	2	3	4
10.	I have a sense of disgust with myself.	0	1	2	3	4
11.	I can still feel lovable and acceptable.	0	1	2	3	4
12.	I stop caring about myself.	0	1	2	3	4
13.	I find it easy to like myself.	0	1	2	3	4
14.	I remember and dwell on my failings.	0	1	2	3	4
15.	I call myself names.	0	1	2	3	4
16.	I am gentle and supportive with myself.	0	1	2	3	4
17.	I can't accept failures andsetbacks without feeling Inadequate.	0	1	2	3	4
18.	I think I deserve my self-criticism.	0	1	2	3	4
19.	I am able to care and look after myself.	0	1	2	3	4

20.	There is a part of me that wants to get rid of the bits I Don't like.	0	1	2	3	4
21.	I encourage myself for the future.	0	1	2	3	4
22.	I do not like being me.	0	1	2	3	4

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