

The Effectiveness of Emotional Intelligence as a Mediator between Perceptions of Parental Acceptance/Rejection and Psychological Adjustment in Kuwaiti Adolescents, Youth, and Young Adults.

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Abstract

The present study investigates the relationships between emotional intelligence and the perception of parental acceptance/rejection, and psychological adjustment in 319 of Kuwaiti adolescents, youth, and young adults aged 13-32 years [27.7% males and 73.3% females, respectively] by using Arabic versions of the following three questionnaires: Bar-On Emotional Intelligence Inventory (EQ-2), Rohner's Acceptance and Rejection Questionnaire (PARQ), and Personality Assessment Questionnaire (PAQ). Results showed that 1. Generally, no significant differences have been found between males and females, older and younger, and married and single/divorced/widowed participants concerning their perception of parental acceptance-rejection. 2. Males, older and married participants reported significantly higher scores on measure of emotional intelligence (and its five subscales: Personal Intelligence, Social Intelligence, the Ability to Adaptation, Pressure Control, and General Mood) and the healthy psychological adjustment, compared with females, younger and single participants. 3. Emotional intelligence (the total score and the score on each of the EQ-2 five subscales) correlated significantly positive with both participants' perception of maternal and paternal acceptance and their scores on healthy psychological adjustment, and significantly negative with both participants' perception of maternal and paternal rejection and their psychological maladjustment. 4. As expected, perception of maternal and paternal acceptance correlated significantly positive with psychological adjustment, while perception of maternal and paternal rejection correlated significantly positive with psychological maladjustment. Finally, a Multiple Mediator (Preacher & Hayes, 2008) showed strongly the effectiveness of emotional intelligence in mediating the relation between perception of maternal and paternal acceptance-rejection and psychological adjustment.

KeyWords: Emotional Intelligence. Parental Acceptance and Rejection. Psychological Adjustment. Adolescents and Young Adults, Kuwait.

1. Introduction

Previous research repeatedly reported a significant link/relationship between children's perception of parental acceptance-rejection and psychological adjustment in relation to several cultural, social, psychological and demographic variables (Ahmed, Rohner, Khaleque & Gielen, 2016; cf. Rohner, 2018; Rohner & Lansford, 2017). There is extensive research for investigating the relation between perception of parental treatment, specifically the perception of parental acceptance-rejection and psychological adjustment/personality dispositions, and emotional intelligence (Alegre & Benson, 2006; Alegre, Perez, & Ribot, 2010; Augusto Landa, Martos, & Lopez-Zafra, 2010; Kim & Rohner, 2003). However, the relation between the above two mentioned two variables and emotional intelligence has been rarely investigated in the Arab culture.

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Most Arab related studies sought the relationship between emotional intelligence and personality traits/personality or psychological adjustment. Examples include: Abdel-Kareem, 2004; Abdel-Majeed, 2001; Al-Alawy, 2004; A-Anjeri, 2009; Agawa, 2002; Agaga, 2007; Ahmed, 2005; Al-Ali, 2013; Al-Deidi, 2005; Al-Jaser, 2006; Al-Lihynai, 2010; Alsararirah, 2011; Al-Telbani, 2014; Atoum & Al-Minzeel, 2011; Badaway, Mahmoud., & Eldeep, 2011; Eissa & Rashwan, 2006; Ibrahim, 2009; Ismaeel, 2005; Jarawan & Kamour, 2008; Kamour, 2013; Khalifa, 2010; Khattab, 2011; Khedr, 2010; Mekhemer, 2007; Mahmoud & Mohammed, 2008; Mohammed, 2007; Mohammed & Gad Allah, 2004; Moussa, 2011; Moussa, 2012; Radi & Abo Gellah, 2010; Raslan, 2006; Soliman & Ali, 2002; Telafah, 2013; Zaidan & Al-Imam, 2003). The aim of the present study was to explore the relationship between perception of the parental acceptance-rejection, psychological adjustment and the levels of emotional intelligence in samples of Kuwaiti male and female adolescents, youth, and young adults. The study also sought the efficiency of emotional intelligence as a mediator between perception of parental acceptance-rejection and psychological adjustment.

1.1. Literature Background

1.1.1 .Emotional Intelligence

Although human intelligence is among the most frequently studied constructs in the field of individual differences. Theoretical arguments and empirical evidence proved the usefulness of cognitive ability tests as predictors of educational and professional success, but in predicting the functioning in everyday life, where the functioning "relies not simply on cognitive intelligence but rather on the relatively new (and emerging) and construct of emotional intelligence[EI]" (Neubauer & Freudenthaler, 2005, p. 32). According to Goleman's view, "classical IQ scores explain only about 20% of success in life, Goleman argues that a significant proportion of the rest should be determined by EI...it nonetheless seems plausible that EI might have incremental validity beyond cognitive intelligence and personality. Recently, numerous studies on the conceptualization, operationalization, validity, and utility of EI have emerged in the peer-reviewed scientific literature and in a range of academic and quasi-academic books" (Neurbauer & Freudenthaler, 2005, p. 32; cf., Schulze, et al., 2005.).

Several conceptualized models of EI have been proposed, and they can be classified into two distinct groups: 1. The ability models (such as Mayer and Salovey model), and 2. The mixed models (among them Bar-On model). These two groups of models do not only vary regarding their scope of conceptualization but also with respect to the proposed instruments used to measure EI. Accordingly, the ability models depend on performance-based measures of emotional abilities, while mixed models use self-report instruments. Unlike Salovey's and Mayer's ability conceptualization of EI, mixed models do not see EI as an emotion or intelligence, rather they considered and used EI as a "label for a diverse group of personality characteristics that might predict success in professional and everyday domains" (Neurbauer & Freudenthaler, 2005, p. 40). Bar-On model of EI has received the most scientific attention, which resulted in reporting a huge number of empirical findings from different cultures and societies.

While Salovey and Mayer (Mayer, Salovey, & Caruso, 2000) argued that EI is an ability based, Bar-On (1996) and Bar-On et al., (2000) assumed that EI is an array of non-cognitive capabilities, competencies, and skills which influence individual's ability to succeed in coping with environmental demands and pressures. For a clinical psychologist this notion of EI helps in answering the question: Why some individuals are more able to succeed in life's situations than others?.

Bar-On identified five broad personality characteristics/dimensions which could determine life-success beyond cognitive intelligence. These five dimensions are further subdivided into 15 subscales, as key factors of EI. The five broad dimensions of Bar-On model are:

1. Intrapersonal skills, which comprise five subscales.
2. Interpersonal skills, which comprise three subscales.
3. Adaptability, which comprises three subscales.
4. Stress Management, which comprises two subscales, and
5. General Mood, which comprises two subscales.

The present study employed the Bar-On Emotional Intelligence Inventory (EQ-2) as a tool for assessing emotional intelligence in Kuwaiti culture, by focusing on the above mentioned EI five broad dimensions. By the mid of 1990s, Arab psychologists became interested in emotional intelligence and its theories (Al-Aser & Kaffafi, 2000). Some Arab research has focused on developing indigenous scales for assessing emotional intelligence in

Arab culture. Examples of such attempts are: Abdel-Kareem, 2004; Agawa, 2002; Al-Anjeri, 2009; Al-Deidi, 2005; El-Beheary, 2007; El-Dardeer, 2002; El-Najar, 2013; Ibrahim, 2009; Khedr, 2010; Jarawan & Kamour, 2008;

Raslan, 2006; Soliman & El-Adgm, 2008; Zaidan & Al-Imam, 2003). Some other Arab researchers have focused on adapting Western devised measures and scales for assessing emotional intelligence in Arabic milieu. In this context, two studies have been conducted by Ali (2005) and Hussein (2009) in Egypt and sought the standardization of D. Goleman's measure for emotional intelligence in a sample of primary school children aged between 7 and 10 years, while some other Arab studies have been conducted in the framework of Mayer and Solvey (Soliman & Ali, 2002; Al-Anjeri, 2009; Eissa & Rashwan, 2006). However, the majority of Arab research studies on emotional intelligence, have employed Bar-On Emotional Quotient Inventory (Examples of these studies include: Abdel-Majeed, 2001; Agaga, 2007; Al-Aser & Kaffafi, 2000; El-Behanasawy, et al., 2012; El-Gendy, 2009; El-Sayed, 2007; El-Sawy, 2006; Kamour, 2013; Mahmoud & Mohammed, 2004; Mohammed, 2004; Mohammed & Gad Allah, 2004; Radi & Abo Gellah, 2010). Results of Arab studies using Bar-On Inventory consistently came in line with results of non-Arabic studies. Moreover, some Arab studies showed the possibility/efficiency of using Bar-On Inventory to solve practical problems such as clinical diagnosis (El-Sayed, 2005).

Examining the previous Arab research studies on emotional intelligence, shows that several Arab studies have been conducted to investigate the relationship between emotional intelligence and a wide variety of topics and variables such as perception of parental acceptance-rejection (Abdel-Kareem, 2004; Al-Jaser, 2006; Soliman & Ali, 2002); academic achievement and specialization, gifted students and students' conduct (Al-Alawy, 2004; Alsarairoh, 2013; El-Sawy, 2006; Khedr, 2010; Mohammed, 2007; Mohammed & Gad Allah, 2004; Radi & Abo Gellah, 2010), self-learning, learning styles and learning efficiency (Ziadan & Al-Imam, 2003), preschool children (Ali, 2005), adolescents (Al-Ali, 2013), play (El-Najar, 2013), styles of parental behavior/acceptance-rejection / treatment (Soliman & Ali, 2002; Al-Jaser, 2006); personality traits/disposition/psychological adjustment, mental health, health behavior, and psychological disturbances (Abdel-Majeed, 2001; Ali, 2005; Al-Ali, 2013; Al-Deidi, 2005; Eissa & Rashwan, 2006; Khattab, 2011; Raslan, 2006); general intelligence and mental abilities (Agawa, 2002), achievement motivation (Kamour, 2013; Mohammed, 2007); play and emotional talent (El-Najar, 2013), happiness/ feeling and sources of happiness, hope and optimism (Badaway, et al., 2011; El-Gendy, 2009); communication skills (Al-Anjeri, 2009; El-Maghraby & Morsy, 2007); leadership styles, managerial innovation, creative administration and decision making (Al-Telabani, 2014); quality of life (Ahmed, 2005); cross-cultural and cross-national comparisons (El-Behanasawy, et al., 2012), differences between lower and higher EI (Ibrahim, 2009); problem solving/academic achievement (Telafaha, 2013); self-assertiveness (Khattab, 2011); psychological pressure, occupational pressure and coping with stress (Agaga, 2007; El-Sayed, 2007), deviant and aggressive behavior/ shame/depression (Al-Lihyani, 2010; Faied, 2000); bullying behavior (Al-Azemy, 2012; Alsarairoh, 2013), cognitive aspects and creative thinking/giftedness (Al-Alawy, 2004; El-Dardeer, 2002; El-Sayed, 2005; Mahmoud & Mohammed, 2004), psychological hardness (El-Khafegy, 2013), locus of control (Ismaeel, 2005), marital adjustment (Khalifa, 2010; Mekhemer, 2007; Raslan, 2006), general, social, cognitive, academic, bio-social variables, and verbal intelligence (Agawa, 2002; Mohammed, 2007), development of emotional intelligence (El-Beheary, 2007; Moussa, 2012), social responsibility (Khoug, 2014), skills of EI (Radi & Abo Gellah, 2010); the efficiency of using an emotional intelligence measure (i.e. Bar-On) in clinical diagnosis/counseling (Ahmed, 2005; Al-Deidi, 2005; Atoum & Al-Mineezl, 2011; El-Sayed, 2005; El-Sayed, 2007; Jarawan & Kamour, 2008; Moussa, 2011; Soliman & El-Adgm, 2008); measurement/ strategy/factors of measurement of EI (Hussein, 2009; El-Maghraby & Morsy, 2007; Khedr, 2010), and factorial analysis of EI (El-Sayed, 2005; El-Sawy, 2006; El-Sayed, 2007; Mohammed, 2004; Mohammed & Gad Allah, 2004). Moreover, some attempts have been made by Arab psychologists and included developing and designing counseling and training programs to improve the levels of emotional intelligence among children, adolescents, and young adults (Abdel-Majeed, 2001; El-Beheary, 2007; Atoum & Al-Mineezl, 2011; Moussa, 2011; Soliman & El-Adgm, 2008).

Few Arab studies on emotional intelligence deserve to be reviewed in more details (Abdel-Kareem, 2004; Atoum & Al-Mineezl, 2011; Badaway, et al., 2011; Kamour, 2013; Al-Ali, 2013). Abdel-Kareem (2004) found a significant relationship between emotional stability and perception of parental acceptance among intermediate school Sudanese students. Atoum & Al-Mineezl (2011) administered a locally devised measure for measuring the emotional intelligence, to 1501 UAE high school male and female students. Results showed a moderate level of emotional intelligence within the students.

This level was significantly higher among males than females. Older and higher classes students reported significantly higher levels of emotional intelligence, compared with younger and lower classes students. Students of high academic performance revealed higher average of emotional intelligence, compared with those of

moderate and low performance. Finally, students of more urban areas reported higher levels of emotional intelligence, compared with students of lower urban areas.

An Egyptian study (Badaway et al., 2011) investigated the relationship between emotional intelligence and hope in a sample of university male and female students from urban and rural areas in Egypt by using Arabic versions of Snyder et al., 1991 Scale of Hope, and TEIQue-SF scale for measuring emotional intelligence (Short form). Results showed a significant positive correlation between levels of hope and emotional intelligence. Also shown, urban students reported significantly higher levels of hope and emotional intelligence, compared with rural students. Finally, no significant correlation has been found between emotional intelligence and the following demographic variables: Age, gender, and academic specialization.

A more recent Jordanian study (Kamour, 2013) investigated the relationship between emotional intelligence and achievement motivation among male and female university students. A significant positive relationship has been reported between emotional intelligence and achievement motivation. Gender and academic specialization seemed to have no significant relation with both emotional intelligence and achievement motivation.

Another more recent Kuwaiti study (Al-Ali, 2013) investigated the relationship between emotional intelligence and the following personality variables: social skills, social anxiety and feelings of loneliness in 206 male and female adolescents. Emotional intelligence correlated significantly and positively with social skills, and significantly negatively with both social anxiety and feelings of loneliness. As for the differences between males and females, results indicated that while males significantly outnumbered their female counterparts, females were significantly higher on social anxiety scale. Finally, findings showed that the best predictors of emotional intelligence were social skills and social anxiety.

In general, the results of Arab research studies on emotional intelligence in its relation with other demographic, cultural social, and psychological variables, came in line with the results of many previous Western studies (among them the studies which were summarized by Schulze, et al., 2005).

1.1.2. Perception of Parental Acceptance-Rejection

Parents play a vital role in the lives of their children /offspring. Parental Acceptance-Rejection Theory (PARTheory) seeks to explain and interpret the reasons behind parental acceptance and rejection, the impact on interpersonal relationships as they are perceived in childhood, the possible effects of this perception on children's and adults' behavioral, cognitive, and emotional development, as well as on the lifespan of their remaining relationships and socialization. In this theory, by adopting a universal perspective, Rohner (2018) and Rohner&Lansford (2017) aimed to identify the inter-culturally generalizable principles of human behavior. PARTheory also aims to explain the warmth dimension of parenting, where it defines warmth as the quality of the loving relationship between child and parent. This dimension is universally valid because every person experiences some form of love with his or her caregivers. The most important hypothesis of this theory is that acceptance or rejecting parental behavior may inter-culturally be different. In addition, perceived rejection from parents may cause similar results in the personality development of children. Previous cross-cultural studies (Rohner, 2018; Rohner& Lansford, 2017) showed that parents express their rejection in four different ways:

- Cold and unaffectionate lack of love and affection, acting cold.
- Hostile and aggressive feeling hostile and acting aggressive.
- Indifferent and neglecting acting indifferent and neglecting.
- Undifferentiated rejection belief of the child that his/her parents do not love him/her despite the parents not being cold, neglecting or aggressive.

As construed in PARTheory, the warmth dimension of parenting has to do with the quality of the affectional bond between parents and their children, and with the physical, verbal, and symbols behaviors parents use to express these feelings. One end of the dimension is marked by parental acceptance, which refers to the warmth, affection, care comfort, concern, nurturance, support, or simply love that children can experience from parents and other caregivers. The other end of the dimension is marked by parental rejection, which refers to the absence or significant withdrawal of these feelings and behaviors, and by the presence of a variety of physically, and psychologically hurtful behaviors and affects. All humans can be placed somewhere along the warmth dimension because all have experienced as children various degrees of love at the hands of their parents or other major caregivers (Rohner, 2018; Rohner & Lansford, 2017; Ahmed, Rohner, & Carrasco, 2012; Ahmed et al., 2016).

Acceptance-rejection syndrome is characterized by social, emotional, and cognitive tendencies. In various studies, it was shown that perceived parental acceptance-rejecting has a crucial role in personality development (Rohner, 2018; Rohner & Lansford, 2017; Ahmed, et al., 2016). According to the theory, children and adults whom experienced rejection feel anxious and insecure. Furthermore, rejected individuals tend to be less dependent on other people.

This perceived rejection results in certain personality traits such as low self-respect, negative self-efficacy, negative worldview, and a perception of the world as dangerous (parenting styles, which depend on parental love affect relevant cognitive representations and also explain how expectations of parental sensitivity and trust meet emotional needs). Both theories suggest that these representations are lifelong and that they are generalized to other relationships and behavior associated with intimate relationships. The mother is the first object of love for a baby. The quality of attachment towards this object of love is very important in terms of identifying the emotions and attitudes towards other significant people in later life. Some studies found significant positive correlation between perceived parental rejection and perceived rejection by the partner (Rohner, 2018). Another study (Ahmed, et al., 2012) found significant positive correlations between perceptions of parental acceptance and sibling', best friend', and teacher's acceptance.

1.1.3. Psychological Adjustment

The psychological adjustment of individuals could be understood in terms of optimal function, well-being and capacity to adapt. A sense of control over one's behavior, environment, thoughts and feelings is essential for good psychological adjustment. It is also found that adjustment ability is strongly correlated with different variables like gender, academic achievement and personality (cited in Ahmed, et al., 2016). Rohner (Rohner, 2018; Rohner & Lansford, 2017) showed that children who perceived high acceptance and low rejection in childhood by their major caregivers would have positive affect on their psychological adjustment.

There is a rich and growing body of research that draws from parental acceptance-rejection theory (PARTheory) and associated measures as used throughout the Arab world. This body of work includes more than 300 studies that explore the reliability and validity of Arabic adaptations of several measures of parental acceptance-rejection, antecedents of acceptance-rejection, and psychological consequences of acceptance-rejection (Ahmed, et al., 2012; Ahmed, et al., 2016). In the following, examples of Arab research on perception of parental acceptance –rejection in relation with different psychological constructs, will be shortly reviewed: personality disposition/psychological adjustment (Salama, 1987b), locus of control (Ibrahim, 1988), identity statuses/ego identity/ego development (Al-Otaibi, 2005), moral development (Ahmed, Gielen, & Avellani, 1987), parental power/prestige (Ahmed & Ibrahim, 2015), creative thinking (Al-Jarallah & Ahmed, 2018), forgiveness/revenge (Ibrahim & Ahmed, 2021), emotional intelligence/emotional stability (Abdel-Kareem, 2004; Al-Jaser, 2006), self-assertiveness/assertive behavior (Ferahat, 2012), altruistic behavior (Abdel-Razek, 2000), aesthetic feelings (Ahmed & Khalil, 1999), self-concept, self-esteem/self-efficacy (Hamaza, 2002), scholastic/academic achievement and achievement motivation (Zaidan, 1995), psychological security (Abou-el-Fatouh, 2016), perception of teacher (Al-Sabah, 2010), perception of family figures (Hamaza, 2002; Ahmed, et al., 2012), adolescents, females especially (Gaber, 1999), level of aspiration (El-Zaherany, 2009), resilience, social skills/psychological hardiness (Ibrahim & Ahmed, 2018), political participation (Ahmed & Ibrahim, in prep.), social responsibility (Khoug, 2014), dependency and self-criticism (Faied, 2000), rural and urban differences /cross-cultural and cross-national comparison (Hassab Allah & El-Aqad, 2000), bullying behavior (Al-Azemy, 2012), family size, mother employment, birth order and children dependence (Salama, 1990a), phobias (Al-Shayji, 2003), psychological loneliness (Bader, 1998), early childhood abusive experiences (Al-Musher, 2007), coping pressures strategies/peer and family pressures (Abdel-Razek, 2007), irrational ideas, dogmatism, flexibility-rigidity (Hassab Allah & El-Aqad, 2000), family special circumstances (Ewies & Al-Sharakway, 1997), psychological problems (Ahmed, 2011), cognitive distortions (Salama, 1990b), juvenile delinquency/ drugs/ economic hardiness/aggressive behavior (Salama, 1990a), anxiety/and neuroticism/depression (Ahmed & Khalil, 1999; Al-Musher, 2007).

1.1.4 Parental Acceptance-Rejection in Relation with Emotional Intelligence and other psychological Constructs

Extensive cross-cultural research over the course of many decades has shown that parental rejection can be experienced by any one or a combination of three principal expressions: (1) Cold and unaffectionate behavior and affect, the opposite of being warm and affectionate, (2) Hostile and aggressive behavior and affect, (3) Undifferentiated rejection refers to individuals' beliefs that their parents or other attachment figures do not really care about them or love them, even though there might not be clear behavioral indicators that the parents or others are neglecting, unaffectionate, or aggressive toward them (Ripoll-Nunez & Rohner, 2004; Rohner, 2018;

Rohner & Lansford, 2017; Abdel-Kareem, 2004; Ahmed et al., 2016; Ahmed & Ibrahim, 2015, in prep.; Ahmed et al., 2012; Al-Azemy, 2012; Al-Sabah, 2010; Al-Shayji, 2003; Al-Otobi, 2005; Al-Jarallah & Ahmed, 2018; Ibrahim & Ahmed, 2018, 2021; Al-Jaser, 2006).

Examination of the psychological literature concerning the non-Arab research studies on the relationship between perceived parental acceptance-rejection and emotional intelligence, reveals that this relationship was subject of a huge number of non-Arab studies. Examples of these studies include the studies by Alegre & Bonson, 2006; Alegre, et al., 2010; Ghobari & Javadi, 2006; Harrod & Scheer, 2005; Kausar & Shafique, 2007; Rohner, 2018; Rohner & Lansford, 2017; Rohner & Khaleque, 2005; Kim & Rohner, 2003; Palmer, et al., 2003; Pau et al., 2004; Petrides & Furnham, 2000; Ripoll-Nunez & Rohner, 2004; Singh, 2010; Sultana, 2013; Augusto Landa, et al., 2010).

As for the relationship between perceived parental acceptance and adolescents' adjustment as mediated via emotional intelligence and emotional security, one recent study in this context (Alegre, et al., 2010) has partially supported the hypothesized effect of emotional intelligence as a mediator between perceived parental acceptance-rejection and psychological adjustment. Emotional security mediated between perceived parental acceptance and adolescents' externalizing problems. Also, a dimension of emotional security –insecure reactions- mediated between perceived parental acceptance and internalizing problems. Additionally, different relations emerged between insecurity and emotional intelligence dimensions. However, emotional intelligence did not play a mediating role. In the same context, the study by Augusto Landa, et al., (2010) revealed the effectiveness of emotional intelligence and personality traits as predictors of psychological well-being in Spanish undergraduates. Results of Guman's & Rohner's (2013) study strongly supported results of Alegre & Benson (2006) and Alegre, et al., (2010).

As for the Arab countries, examination of Arab literature concerning the relationship between perception of parental behavior/ treatment and emotional intelligence showed that one study by Soliman & Ali (2002) in Egypt sought the relationship between perception of parental treatment/ styles and emotional intelligence, as measured by a locally devised scale based on Mayer's and Salovey's model. Results showed a significant positive correlation between perception of parents as more accepting and less aggressive on one hand and emotional intelligence on the other hand. A second study (Abdel-Kareem, 2004) found significant positive correlations between perceptions of parental acceptance on one side and on the other side the levels of emotional intelligence and positive psychological needs among intermediate school students in Sudan. A third Arab study (Al-Jaser, 2006) investigated the relationship between emotional intelligence, self-efficacy, and perception of parental acceptance-rejection in a sample of Saudi university students. Results showed positive correlation between emotional intelligence, self-efficacy, and perception of parental acceptance.

Results of previous Arab and non Arab studies on emotional intelligence and perceptions of parental acceptance –rejection and psychological dispositions/ psychological adjustment strongly suggest a possible link/relationship among these abovementioned variables/constructs (Alegre & Benson, 2006; Alegre, et al., 2010; Kim & Rohner, 2003; Kausar & Shafique, 2007; Singh, 2010; Sultana, 2013; Ghobari & Javadi, 2006; Abdel-Kareem, 2004; Abdel-Majeed, 2001; Agage, 2007; Ahmed, 2005; Al-Jaser, 2006; Soliman & Ali, 2002). The aim of the present study is to seek the possible link/relationship between emotional intelligence (as measured by Bar-On Emotional Intelligence Inventory, EQ-2), and perception of parental acceptance-rejection (as measured by Rohner's Parental Acceptance – Rejection Questionnaire "PARQ"), and personality disposition/ psychological adjustment (as measured by Rohner's Personality Assessment Questionnaire "PAQ") in samples of Kuwaiti male and female adolescents, youth and young adults.

The current study addressed two main research questions: (1) What are the relationships between emotional intelligence, perceptions of parental acceptance-rejection, and psychological adjustment?. (2) Could emotional intelligence mediate the relationship between perceptions of parental acceptance-rejection and psychological adjustment? Other research questions include the impact of age, gender, educational level, kind of specialization, and marital status differences on emotional intelligence, perceptions of parental acceptance-rejection, and psychological adjustment.

2. Methodology

2.1 Aim of the Study

The present study aimed at investigation the relationships between emotional intelligence, perceptions of parental acceptance-rejection and psychological adjustment in Kuwaiti participants from different age groups (ages

from 13 to 32 years), and to determine the differences between males and females, between younger and older participants, between lower and higher educated participants, between participants with literature, social, and humanitarian backgrounds and participants with science and technology backgrounds, and between single and married participants in emotional intelligence,

Perceptions of parental acceptance-rejection and psychological adjustment. The study also sought the effectiveness of emotional intelligence in predicting/moderating and mediating the relationship between perceptions of parental acceptance-rejection and psychological adjustment in Kuwaiti milieu.

2.2 Procedures

Measures and questionnaires used in the present study, were administered through two sessions: in the first session, Bar-On Emotional Intelligence Inventory (EQ-2) was administered to participants, and second session, the Rohner's two questionnaires: The Acceptance-Rejection Questionnaire (PARQ) and Personality Assessment Questionnaire (PAQ) were administered. The participation in the present study was entirely voluntary and any information given by participants in the study is strictly confidential.

2.3 Study's Ethical Consideration/Ethical Considerations

The study has followed the standard ethical guidelines for research. Before data collection, the approval of the Institutional Review Board was sought and obtained. All participants signed a consent form and were briefed on the purpose of the study and their rights as participants. The data were kept confidential and the anonymity of participants was upheld throughout the duration of the study and in this article.

2.4 Pilot Study

50 unpaid Kuwaiti university students (25 males and 25 females, aged between 19-25 years) participated in the pilot study through answering the following three measures and questionnaires: Bar-On Emotional Intelligence Inventory (EQ-2), and Rohner's two questionnaires: The Acceptance-Rejection Questionnaire (PARQ), and the Personality Assessment Questionnaire (PAQ). Results of the analysis revealed reasonably alpha coefficients, and showed significant positive link/relation between the score of emotional intelligence and both of perception of parental acceptance and healthier psychological adjustment and significant negative link/relation between the score of emotional intelligence and both of perception of parental rejection and unhealthy psychological adjustment. Results of the pilot study came in line with results of previous Arab and non-Arab studies and indicate the suitability of the three questionnaires for use in the Kuwaiti milieu.

2.5 Hypotheses

At the hand of the results of previous Arab and non-Arab previous studies reviewed in the earlier sections of this report, the following four hypotheses have been stated to guide the present investigation:

2.5.1 First Hypothesis: Male, younger and single participants, compared with their female, older and married counterparts, perceive their parents as more rejecting.

2.5.2 Second Hypothesis: Male, older and married participants, compared with female, younger and single participants, tend to report higher levels of healthy psychological adjustment.

2.5.3 Third Hypothesis: Male, older and married participants, compared with their female, younger and single peers, report significantly higher levels of emotional intelligence.

2.5.4 Fourth Hypothesis: Emotional intelligence correlates significantly negative with perception of parental (mother/father) rejection and unhealthy psychological adjustment, and significantly positive with perception of parental (mother/father) acceptance and healthy psychological adjustment.

2.5.5 Fifth Hypothesis: Emotional intelligence efficiently mediates between perception of parental acceptance-rejection and psychological adjustment.

2.6 Sample

The sample of the present study consisted of 319 Kuwaiti males and females aged between 13 and 32 years (mean age 23.24, SD= 5.93), among them 87 males (or 27.3 %, with mean age = 24.95 years, and SD= 7.35 years) and 232 females (or 72.7%, with mean age= 22.59 years, and SD= 5.17 years). The ratios of males and females in the present study came in line with the distributions of students at Kuwait University, where the ratio

of female students is ranging between 75% to 80%, and the ratio of males is ranging between 20% to 25%, depending on the college from which students came.

Several sub categorizations were made to provide discrete analysis of variables. Sample was classified into two groups according to their age: Younger subjects (258 participants " or 80.80", 24 years and younger, with mean age of 20.65 years, and SD= 1.78 years), and older subjects (61 participants "or 19.2%", 25 years and older, with mean age of 30.14 years, SD= 7.43 years). Moreover, sample was classified into two groups, according to their marital status: Single participants (N= 216, or "67.7%", with mean age of 21.03 years, and SD= 2.72 years), and married participants (N=103 "or 32.3%", with mean age of 27.69 years, and SD= 4.12 years).

2.7 Measurements

The present study used a Personal Information Form (PIF), and following three questionnaires:

2.7.1 The Personal Information Form (PIF)

The personal information form (PIF) was used to gather demographic data. The PIF is comprised of 5 questions including; age, gender, educational level, kind of specialization, and marital status.

2.7.2 Bar-On Emotional Intelligence Inventory (EQ-2)

The Bar-On Emotional Intelligence Inventory (EQ-2) is a self-reported questionnaire which consisted of 133 items. The measure consists of five subscales, and as follow: Personal Intelligence " 40 items", Social Intelligence " 29 items", the Ability to Adaptation " 26 items", Pressure Control " 18 items", and General Mood " 17 items" (Bar-On, 1996; Bar-On et al., 2000; Alegre & Benson, 2006; Alegre, et al., 2010; Dawda & Hart, 2002; Palmer, et al., 2003; Ghobari & Javadi, 2006; Harrod & Scheer, 2005; Kauser & Shafique, 2007; Kim & Rohner, 2003). The measure was translated into Arabic by S. Y. Al-Aasar in Egypt (Bar-On Emotional Intelligence Inventory "EQ-2", unpublished) and used later by her and her students in several Egyptian later studies (Agaga, 2007; Al-Aaser & Kaffafi, 2000; Abdel-Kareem, 2004; Abdel-Majeed, 2001; Agawa, 2002; Ahmed, 2005; Al-Lihanyi, 2010; Al-Telabani, 2014; Al-Deidi, 2005; Ali, 2005; Al-Ali, 2013; Al-Alway, 2004; Al-Jaser, 2006; Al-Anjeri, 2009; Alsarairah, 2013; Atoum & Al-Mineezl, 2011; Badaway, et al., 2011; Eissa & Rashwan, 2006; El-Beheary, 2007; El-Behanasawy, et al., 2012; El-Dardeer, 2002; El-Gendy, 2009; El-Khafagy, 2013; El-Sawy, 2000; El-Maghraby & Morsy, 2007; El-Najar, 2013; El-Sayed, 2005; El-Sayed, 2007; Ismaeel, 2005; Jarawan & Kamour, 2008; Kamour, 2013; Khoug, 2014; Mahmoud & Mohammed, 2004; Mekhemer, 2007; Mohammed, 2004, 2007; Zaidan & Al-Imam, 2003). The measure was also used in some Kuwaiti and Saudi research studies. All previous Arab studies' results indicate that the measure enjoys a reasonable reliability and validity coefficients.

2.7.2.1 Reliability: Alpha-Cronbach coefficients for the Bar-On Emotional Intelligence Inventory and its five subscales, were calculated for the whole sample (N=319), and were as follow:

1. Personal Intelligence	0.906
2. Social Intelligence	0.903
3. The Ability to Adaptation	0.851
4. Pressure Control	0.870
5. General Mood	0.845

Alpha-Cronbach coefficient for the EQ-2 (133 items) 0.966.

2.7.3 Rohner's Acceptance and Rejection Questionnaire (PARQ) (Short Form):

The Parental Acceptance and Rejection Questionnaire (PARQ) (Short Form) is a 24 item self-report questionnaire that asks adults to reflect on the behavior of their parents when the respondents were 7-12 years old. Respondents rate the truth of statements on a four-point Likert like scale (almost always true, sometimes true, rarely true, and almost never true). A typical statement is "My Mother said nice things about me" (Maternal warmth/affection). The questions are organized into four scales, which reflect dimensions of parental acceptance/aggression: 1) warmth/affection, 2) neglect/indifference, 3) hostility/aggression, and 4) undifferentiated rejection. The test manual for the four parental acceptance-rejection scales indicate adequate reliabilities for the scales in the range of .70-.90. (Rohner & Khaleque, 2005). The version of the PARQ which has been used in this research has been translated into Arabic by R. A. Ahmed in Kuwait and also used in several later Arab studies, to rate mothers and fathers. Examples include: Ahmed et al., 2016; Ahmed et al., 2012; Ahmed

& Ibrahim, 2015, in prep.; Ahmed & Khalil, 1999; Ahmed, et al., 1987; Ahmed, 2005; Ahmed, 2011; Ewies & Al-Sharakway, 1997; Faied, 2000; Abou-el-Fatouh, 2016; Al-Azemy, 2012; Al-Jarallah & Ahmed, 2018; Al-Gazar, 2012; Al-Jaser, 2006; Al-Sabah, 2010; Al-Otaibi, 2005; Al-Shayji, 2003; Ferahat, 2012; Gaber, 1999;

Hassab Allah & El-Aqad, 2003; Ibrahim & Ahmed, 2018, 2021; Khoug, 2014; Sabry & Ibrahim, 2015; Salama, 1987 a, and b, 1990 a and b).

2.7.3.1 Reliability: Alpha-Cronbach coefficients for Rohner's Acceptance and Rejection Questionnaire (PARQ) "Mother Form" and "Father Form", were calculated, and they were:

	Mother Form	Father Form
Mother Warmth/Acceptance	0.823	0.868
Mother Aggression	0.838	0.847
Mother Neglect	0.708	0.810
Mother Rejection	0.769	0.799
Mother PARQ	0.686	0.709

2.7.4 Rohner's Assessment Personality Questionnaire (PAQ) (Short Form):

Rohner's Personality Assessment Questionnaire (PAQ) (Short Form) is a self-report questionnaire (Rohner & Khaleque, 2005), which was translated into Arabic by R. A. Ahmed in Kuwait and used in several other Arab studies to measure respondents' self-concepts. The PAQ is a 42 item self-report questionnaire that asks respondents to rate the truth of statements about the self on a four-point scale, almost never true, rarely true, seldom true, and almost always true. The items are organized into seven subscales: hostility/aggression, dependency, negative self-esteem, negative self-adequacy, emotional unresponsiveness, emotional instability, and worldview. The whole test score reflects self-reported psychological adjustment. The psychometric qualities of the PAQ in samples worldwide were described in Rohner & Khaleque, 2005. The PAQ has been translated into more than 30 languages with adequate validity and reliability. Overall, previous research, among them Arab studies, provides considerable support for the universal applicability of PAR Theory and the research instruments derived from it (Examples include: Ahmed et al., 2016; Ahmed et al., 2012; Ahmed & Ibrahim, 2015, in prep.; Ahmed & Khalil, 1999; Ahmed, et al., 1987; Al-Azemy, 2012; Al-Jarallah & Ahmed, 2018; Al-Sabah, 2010; Al-Shayji, 2003; Al-Otaibi, 2005; Ibrahim & Ahmed, 2018, 2021; Salama, 1987 a, and b, 1990 a and b).

2.7.4.1 Reliability: Alpha-Cronbach coefficients for the Personality Assessment Questionnaire (PAQ) and its seven subscales, were calculated, and they were:

1. Aggression/Hostility	0.707
2. Dependence	0.629
3. Negative Self-Esteem	0.450
4. Negative Self-Adequacy	0.797
5. Emotional Unresponsiveness	0.771
6. Emotional Instability	0.685
7. Negative World View	0.796
Psychological Adjustment (Total Score)	0.892

It should be noted that the higher overall score on PAQ indicates lower levels of psychological maladjustments, while the lower overall score reflects higher levels of psychological adjustment (Rohner & Khaleque, 2005).

2.8 Procedures:

Participants from Kuwait University were recruited through the study class. Participants provided informed consent prior their participation in the study. As for secondary school students, a written agreement from participants' parents, were required. No monetary compensation was made for the participants' contribution. All participants in the study were Kuwaitis, Arabic speaking, and Muslims. Only completed data sets were used for the main analysis.

3. Results and Discussion

3.1 Results

3.1.1 Differences between Males and Females

3.1.1.1 Mother's/ Father's Acceptance -Rejection

Results included in Table (1) show no significant differences between males and females concerning their perception of their mother's/father's acceptance and rejection, except the perception of father aggression, where males outnumbered their female counterparts. The difference between the two sexes was significant at 0.01 level (for further information, see: Ahmed, et al., 2016).

3.1.1.2 Comparison between Males and Females in Psychological Adjustment:

Table (1) illustrates that females - compared with their male counterparts - reported significantly higher levels of unhealthy psychological adjustment (the total score of unhealthy psychological adjustment (at 0.05 level) and the following subscales of PAQ: Negative self-esteem (0.05 level); emotional unresponsiveness and emotional instability "at 0.01 level". This result came in line with results of several pervious Arab studies (for more information, see: Ahmed, et al., 2016).

3.1.1.3 Comparison between Males and Females on Emotional Intelligence: The EQ-2 Total Score and its Five Subscales:

Results included in Table (1) reveal that males outnumbered their female counterparts on the EQ-2 and its five subscales, as follows: PersonalIntelligence; AbilitytoAdaptation; PressureControl; PersonalControl, and the total score of emotional intelligence (at 0.01 level), and the EQ- 2 Subscale: Social Intelligence(at 0.05 level).These Results came in agreement with results of several Arab studies (such as the studies by Al-Deidi, 2005; Soliman & Ali, 2002)which reported the superiority of males –compared with their female counterparts - on emotional intelligence. Yet, the present results came in contradiction with results of some Arab previous studies (e.g. Al-Anjeri, 2009; Radi & Abo-Gellah, 2010) which revealed that females reported significantly higher levels of emotional intelligence, and results of studies which showed no significant differences on emotional intelligence between the two sexes on emotional intelligence (Examples include:AL-Lihyani, 2010;El-Gendy, 2009;El-Maghraby & Morsy, 2007; El-Sawy, 2006; Khedr, 2010). The above-mentioned results indicate the verification of the first hypothesis.

Table 1:Descriptive Analysis of the Whole Sample, Males and Females

Samples	All (n=319)		Males (n=87)		Female (n=232)		T	Sig
	\bar{x}	SD	\bar{x}	SD	\bar{x}	SD		
Age	23.24	5.93	24.95	7.35	22.59	5.17	3.22	.001**
M. Warm	27.74	4.45	27.62	4.49	27.79	4.44	0.292	.770
M. Agg	10.67	4.20	11.01	4.41	10.54	4.12	0.895	.372
M. Neg	9.97	3.62	10.46	4.03	9.79	3.45	1.48	.141
M. Rej	6.47	2.86	6.72	3.14	6.37	2.74	.984	.326
M. Total Rej	27.11	9.76	28.20	10.74	26.74	9.36	1.221	.223

F. Warm	26.29	5.66	26.20	5.42	26.33	5.75	.190	.849
F. Agg	10.08	4.37	11.38	4.82	9.58	4.08	3.273	.001**
F. Neg	10.95	4.56	10.79	4.58	11.01	4.56	.382	.703
F. Rej	6.55	3.15	6.93	3.34	6.40	3.08	1.314	.190
F. Tot Rej	27.57	11.03	29.10	11.90	26.98	10.66	1.496	.136
PAQ Agg.	12.69	3.97	12.67	4.23	12.69	3.88	.055	.317
PAQ Dep.	17.36	3.29	17.83	3.29	17.18	3.28	1.588	.118
PAQ Nse.	11.65	2.65	11.16	2.28	11.84	2.76	2.219	.028*
PAQ Nsad	10.20	3.59	9.91	3.22	10.31	3.72	.882	.379
PAQ Eursp	12.09	3.86	10.68	3.53	12.62	3.85	4.101	.000**
PAQ Einst	15.72	3.45	14.46	3.35	16.19	3.38	4.088	.000**
PAQ Neqvv	11.32	3.72	11.45	3.69	11.27	3.74	0.378	.706
PAQ Adjust	91.02	16.76	88.15	15.47	92.10	17.13	1.969	.050*
Pers. Int.	146.12	22.17	154.06	22.62	143.14	21.30	4.010	.000**
Soc. Int.	113.78	17.38	118.06	18.99	112.18	16.49	2.719	.007*
A to Adapt	92.13	14.61	96.83	14.54	90.37	14.27	3.581	.000**
P. Control	61.54	12.93	66.43	13.20	59.71	12.36	4.246	.000**
G. Mood	66.05	10.40	68.62	9.84	65.09	10.46	2.732	.000**
Eitot	481.16	67.74	505.49	71.07	472.03	64.26	4.023	.000**

*p=< 0.05, **p=<0.01

Based on the comparison between males and females on the study's variables, it could be said that the first hypothesis has been verified. Moreover, these above mentioned results came in agreement with results of a huge number of previous related Arab and non Arab studies (such as the studies cited by Ahmed et al., 2016; Ahmed, et al., 1987; Ahmed et al., 2012;

Ahmed & Ibrahim, 2015, in prep.; Ahmed & Khalil, 1999; Ibrahim & Ahmed, 2018,2021; Abou-el-Fatouh, 2016; Abdel-Kareem, 2004; Abdel-Razek, 2000, 2007; Al-Azemy, 2012; Al-Shayji, 2003; Al-Gazar, 2012; El-Zaherany, 2009; Al-Jarallah & Ahmed, 2018; Al-Jaser, 2006; Al-Otobi, 2005; Al-Sabah, 2010; Ewies & Al-Sharakway, 1997; Faried,2000; Ferahat, 2012; Gaber, 1999; Ibrahim, 1988; Khoug, 2014; Sabry & Ibrahim, 2015; Salama, 1987a and b, 1990 a and b; Zaidan, 1995; and the studies cited by Rohner, 2018; Rohner & Lansford, 2017; Rohner & Khaeque, 2005; Kim & Rohner, 2003; Alegre & Benson, 2006; Alegre, et al., 2010; Ripoll-Nunez & Rohner, 2004; Sultana, 2013; .

3.2 Differences between Younger and Older Participants

Table (2) includes the comparison between younger and older participants concerning their performance on the study's variables.

3.2.1 Perception of Mother's/Father's Acceptance- Rejection:

Results included in Table (2) show that younger participants, compared with their older counterparts, perceived their mothers and fathers as more accepting, less aggressive, less neglecting, and less rejecting. In all cases, the differences between the two age groups were significant at 0.05 to 0.01 levels.

Results of the comparison between younger and older participants in perception of their mothers and fathers, came in line with the results of most the above-mentioned Arab and non-Arab studies.

3.2.2 Comparison between the Younger and Older Participants in Psychological Adjustment:

Results (Table 2) reveal no significant differences between younger and older participants concerning their scores on PAQ subscales or the PAQ total score "Adjustment Score". Only in the case of the PAQ subscale: Negative World view, older participants reported significant higher score (at 0.05 level), compared with their younger counterparts. The above-mentioned results showed that the second hypothesis has been verified.

3.2.3 Comparison between Younger and Older Participants in Emotional Intelligence:

Results included in Table (2) indicate that older participants -compared with their younger ones - scored significantly higher (at 0.05 level) on two EQ-2 subscales, namely: Ability to Adaptation and Personal Control.

Table 2

Descriptive Analysis of the Whole Sample, Young and Older Participants

Samples Variables	All (n=319)		Younger (n=258)		Older (n=61)		T	sig
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD		
Age	23.24	5.93	20.65	1.76	30.14	7.43	18.18	.000**
M. Warm	27.74	4.45	28.04	4.23	26.94	4.92	1.97	.050*
M. Agg	10.67	4.20	10.30	3.80	11.66	5.03	2.60	.010*
M. Neg	9.97	3.62	9.56	3.09	11.07	4.61	3.37	.001**
M. Rej	6.47	2.86	6.19	2.62	7.22	3.31	2.91	.004*
M. Total Rej	27.11	9.76	26.04	8.48	29.94	12.16	3.23	.001**
F. Warm	26.29	5.66	26.62	5.44	25.44	6.16	1.62	.106
F. Agg	10.08	4.37	9.60	3.44	11.35	5.35	3.16	.002*
F. Neg	10.95	4.56	10.62	4.23	11.82	5.25	2.06	.040*
F. Rej	6.55	3.15	6.31	2.77	7.17	3.94	2.13	.034*
F. Tot Rej	27.57	11.03	26.53	9.76	30.34	13.53	2.71	.007*
PAQ Agg.	12.69	3.97	12.86	3.95	12.22	4.02	1.29	.198

PAQ Dep.	17.36	3.29	17.20	3.20	17.78	3.50	1.42	.158
PAQ Nse.	11.65	2.65	11.69	2.69	11.56	2.57	.367	.714
PAQ Nsad	10.20	3.59	10.22	3.70	10.13	3.30	.216	.819
PAQ Eursp	12.09	3.86	12.29	3.93	11.56	3.64	1.50	.135
PAQ Einst	15.72	3.45	15.80	3.54	15.49	3.21	.70	.485
PAQ Neqvw	11.32	3.72	11.01	3.67	12.15	3.76	2.46	.014*
PAQ Adjust	91.02	16.76	91.07	17.15	90.90	15.78	.080	.937
Pers. Int.	146.12	22.17	145.43	21.74	147.93	23.32	.895	.371
Soc. Int.	113.78	17.38	112.68	17.11	116.71	17.84	1.853	.065
A to Adapt	92.13	14.61	90.97	13.81	95.23	16.23	2.34	.020*
P. Control	61.54	12.93	60.56	12.19	64.14	14.47	2.22	.027*
G. Mood	66.05	10.40	65.95	10.30	66.33	10.69	.297	.766
Eitot	481.16	67.74	477.15	64.77	491.83	74.43	1.73	.085

* $p < 0.05$, ** $p < 0.01$

3.3 Third: Comparison between Single and Married Participants

Results included in Table 3 show the followings:

3.3.1 There were no significant differences between single and married participants concerning their perception of their mother's and fathers' acceptance/ rejection.

3.3.2 As for psychological adjustment, married participants, compared with single ones, reported lower levels of unhealthy psychological adjustment. Yet, the differences between the two groups (on PAQ subscales and the total score of adjustment) did not reach the limits of significance, with exception case of the subscale:

Aggression, on which, single participants, compared with married ones, reported significantly (at 0.05 level) higher level of aggression.

3.3.3 As for emotional intelligence in single and married participants, married participants - compared with their single peers - scored significantly higher (at 0.05 level) on the measure of emotional intelligence (total score of EI, and the following three subscales: Social Intelligence, Ability to Adaptation, and Pressure Control).

The above mentioned results supported the results of a great number of previous Arab and non Arab studies. Examples of these studies include the studies by Abdel-Majeed, 2001; Ahmed, et al., 1987, 2012; Ahmed & Ibrahim, 2015, in prep.; Ibrahim & Ahmed, 2018, 2021; Ahmed, et al., 2012; Ahmed, 2005; Agaga, 2007; Al-Jaser, 2006; Al-Telabani, 2014; Badaway, et al., 2011; Al-Musher, 2007; Ibrahim, 2009; El-Behanasawy, et al., 2012; El-Dardeer, 2002; El-Khafagy, 2013; Jarwan & Kamour, 2008; Khalifa, 2010; Mekhemer, 2007; Raslan, 2006; Telefaha, 2013; Zaidan & Al-Imam, 2003; Alegre & Benson, 2006; Alegre, et al., 2010; Guman & Rohner, 2013; Kauser & Schafique, 2007; Singh, 2010; Sultana, 2013; Augusto Landa, et al., 2010) which reported that married participants were significantly higher on emotional intelligence, perception of parental acceptance and healthier psychological adjustment compared with their single counterparts. Results included in Table(3) indicate the verification of the third hypothesis.

Table 3
Comparison between Single and Married participants

Samples Variables	All (n=319)		Single (n=216)		Married (n=103)		T	sig
	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD		
Age	23.24	5.93	21.03	2.72	27.85	7.88	11.40	.000**
M. Warm	27.74	4.45	27.77	4.61	27.69	4.12	0.145	.885
M. Agg	10.62	4.24	10.62	4.24	10.77	4.14	0.293	.769
M. Neg	9.97	3.62	9.94	3.53	10.05	3.82	0.261	.794
M. Rej	6.47	2.86	6.43	2.96	6.55	2.65	0.372	.710
M. Total Rej	27.11	9.76	26.98	9.83	27.37	9.65	0.331	.741
F. Warm	26.29	5.66	26.25	5.96	26.37	5.04	0.178	.859
F. Agg	10.08	4.37	9.98	4.41	10.28	4.29	0.574	.566
F. Neg	10.95	4.56	11.15	4.74	10.54	4.15	1.097	.274
F. Rej	6.55	3.15	6.60	3.15	6.42	3.18	0.462	.644
F. Tot Rej	27.57	11.03	27.73	11.27	27.24	10.59	0.365	.721
PAQ Agg.	12.69	3.97	13.00	3.93	12.03	4.01	2.052	.041*
PAQ Dep.	17.36	3.29	17.27	3.22	17.53	3.43	.662	.508
PAQ Nse.	11.65	2.65	11.81	2.73	11.33	2.46	1.557	.121
PAQ Nsad	10.20	3.59	10.29	3.79	10.01	3.15	.688	.492
PAQ Eursp	12.09	3.86	12.34	3.94	11.56	3.65	1.738	.084
PAQ Einst	15.72	3.45	15.82	3.57	15.51	3.19	.781	.436
PAQ Neqvw	11.32	3.72	11.23	3.76	11.51	3.65	.620	.536
PAQ Adjust	91.02	16.76	91.76	17.45	89.48	15.20	1.193	.234
Pers. Int.	146.12	22.17	144.59	22.22	149.31	21.82	1.795	.074
Soc. Int.	113.78	17.38	111.88	17.13	117.78	17.30	2.858	.005*
A to Adapt	92.13	14.61	90.73	14.17	95.07	15.14	2.500	.013*
P. Control	61.54	12.93	60.45	12.10	63.83	14.30	2.197	.029*
G. Mood	66.05	10.40	65.54	10.37	67.12	10.42	1.266	.206
Eitot	481.16	67.74	474.77	65.53	494.53	70.61	2.455	.015*

*p< 0.05, **p<0.01

3.4 Fourth: Correlations between Study's Variables

3.4.1 Perception of Mother Acceptance/ Rejection:

Perception of mother acceptance correlated significantly negative with perception of mother rejection, perception of father rejection, unhealthy psychological adjustment, and significantly positive with perception of father acceptance, and emotional intelligence "the total score on EQ-2" and its five subscales. In all cases, correlations were significant at 0.01 level (Table 4). While perception of mother rejection correlated significantly positively with the perception of father rejection, perception of mother rejection, and unhealthy psychological adjustment correlated significantly negative with perception of father acceptance and the total score on the EQ-2 "Emotional Intelligence" and its five subscales. In all cases, correlations were significant at 0.01 level (Table 4).

3.4.2 Perception of Father Acceptance/ Rejection:

Perception of father acceptance correlated significantly negative with both perception of father rejection and the levels of unhealthy psychological adjustment, and correlated significantly positive with the total score on the EQ-2 "Emotional Intelligence" and its five subscales. In all cases, correlations were significant at 0.01 level (Table 4). Also, results included in Table (4) reveal that while perception of father rejection correlated significantly positive with level of unhealthy psychological adjustment, perception of father rejection correlated significantly negative with the total score of the EQ-2, and its five subscales. In all cases, the correlations were significant at 0.01 level.

The abovementioned results came in agreement with results of several Arab (see: Ahmed et al., 2016; Ahmed, et al., 1987; Ahmed, 2011; Ahmed & Ibrahim, 2015, in prep.; Al-Jaser, 2006; El-Behanaswy, et al., 2012; Ibrahim & Ahmed, 2018, 2021; Hamaza, 2002; Khedr, 2010; Zaidan, 1995), and non Arab previous related studies (such as the studies by Kausar & Shafique, 2007; Kim & Rohner, 2003; Alegre, et al., 2010; Sultana, 2013, and studies cited by Rohner, 2018 and Rohner & Lansford, 2017) which showed significant correlations between emotional intelligence and both perception of parental acceptance and healthy/positive psychological adjustment.

3.4.3 Psychological Adjustment:

Table (4) shows that unhealthy psychological adjustment correlated significantly negative with the total score of the EQ-2, and its five subscales. In all cases, correlations between emotional intelligence and unhealthy psychological adjustment were significant at 0.01 level. This result came in line with several Arab and non Arab studies' results such as the studies by Abdel-Kareem, 2004; Abdel-Majeed, 2001; Al-Deidi, 2005; Al-Alawy, 2004; Al-Anjeri, 2009; Al-Lihyani, 2010; Al-Ali, 2013; Alsaraireh, 2013; Badaway, et al., 2011; El-Beheary, 2007; El-Behansway, et al., 2012; El-Dardeer, 2002; El-Khafagy, 2013; El-Sayed, 2005; El-Sayed, 2007; Abou-el-Fatouh, 2016; Agaga, 2007; Agawa, 2005; Eissa & Rashwan, 2006; Ahmed, 2005; Ali, 2005; Al-Telabani, 2014; Petrides, et al., 2000; Pau, et al., 2004; Alegre & Benson, 2006; Alegre, et al., 2010; Augusto Landa, et al., 2010; Dawda & Hart, 2002).

3.4.4 Emotional Intelligence:

From Table (4), it could be seen that the correlations between the total score of the EQ-2 and its five subscales were significantly positive. In all cases, correlations between the scores on the EQ-2's five subscales and the total score of the EQ-2 were significant at 0.01 level. Accordingly, the fourth hypothesis has been verified. These results came in agreement with results of great number of previous Arab and non-Arab research studies (see the above-mentioned Arab and non-Arab studies, page 17).

Table 4
Correlation Between Study Variables

	Age	Sex	Edu	MS	Mwarm	Mrej	Fwarm	Frej	Psv. Adjust	Pers. Int.	Soc. Int.	A to Adapt	P. Control.	G. Mood	EI Total
Age	-														
Sex		-													
Educ			-												
MS				-											
M. Warm					-										
M. Rej						-									
F. Warm							-								
F. Rej								-							
PAQ Adjust									-						
Pers. Int.										-					
Soc. Int.											-				
A to Adapt												-			
P. Control													-		
G. Mood														-	
Eitot															-

3.5 Results of Hierarchal Regression Analysis and the Multiple Mediator Model

Results of hierarchal regression analysis show that in the whole sample (N= 319) emotional intelligence strongly mediated between maternal and paternal acceptance and rejection on one side and psychological adjustment on the other side. Same results were found in the case of male participants (N=87) and the case of female participants (N=232). Multiple Mediator Model suggested by Preacher and Hayas (2008) was used in the present study to test the possibility of finding out specific indirect effect to be significant in the presence of a non-significant total indirect effect. Figures 1, 2, and 3 contain the full macro output. The bootstrap estimates presented here based on protocols of 319 respondents. Results of the hierarchal regression analysis and the results of Multiple Mediator model revealed that emotional intelligence strongly affect the relationship between perceptions of parental acceptance-rejection and psychological adjustment in Kuwaiti youth and young adults. The effect of emotional intelligence as a mediator between perceptions of maternal and paternal acceptance-rejection and psychological adjustment was stronger in the case of female participants (N=232) than in the case of males (N=87), in the case of perceptions of parental rejection than in the case of perceptions of parental acceptance, and in the case of perceptions of perceptions of maternal acceptance-rejection than in the case of perceptions of paternal acceptance-rejection (Figures 1-3). These results showed that emotional intelligence could be consider as a mediator between perceptions of parental acceptance-rejection and psychological adjustment. These results came in agreement with results of a number of previous related studies (such as the studies by Abdel-Kareem, 2004; Abdel- Majeed, 2001; Ahmed, 2005; Agawa, 2002; Al-Always, 2004; Al-Ali, 2003; Al-Jaser, 2006; El-Behanasway, et al., 2012; Al-Lihani, 2010; Ali, 2005; Al-Deidi, 2005; Alsaraireh, 2013; Al-Telabani, 2014; Al-Anjeri, 2009; Eissa & Rashwan, 2006; Ziadan & Al-Imam, 2003; Alegre & Benson, 2006; Alegre et al., 2010; Augusto Landa, et al., 2010;

Harrod & Scheer, 2005; Ghabori & Javadi, 2006) which showed that emotional intelligence/security mediated between parental acceptance and adolescents’ externalizing problems. Results of hierarchal regression and the results of Multiple Mediator Model revealed that fifth hypothesis has been verified.

Figure 1: Emotional Intelligence as a mediator in the relation between parental Acceptance / Rejection (Mother / Father) and Psychological Adjustment in Males + Females (N = 319).

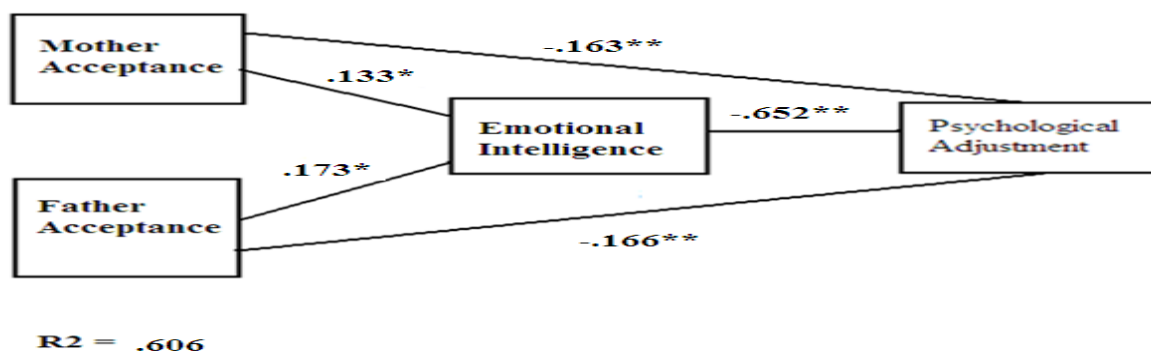


Figure 2: Emotional Intelligence as a mediator in the relation between parental Acceptance / Rejection (Mother / Father) and Psychological Adjustment in Males (N = 87).

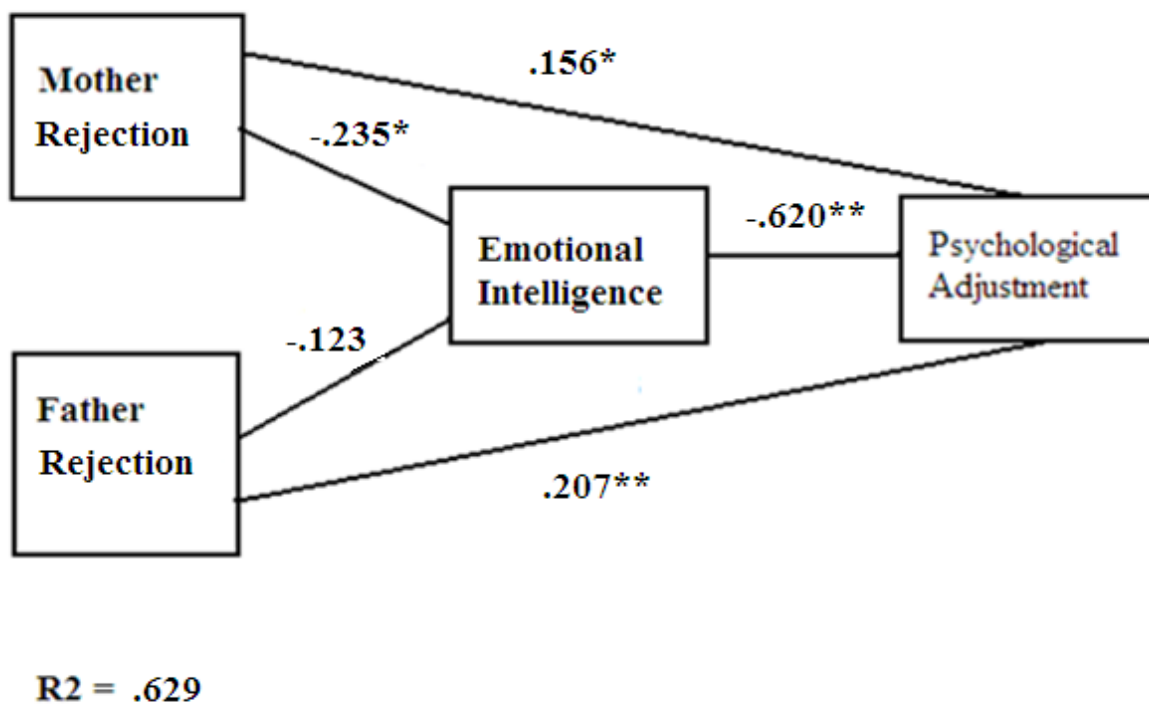
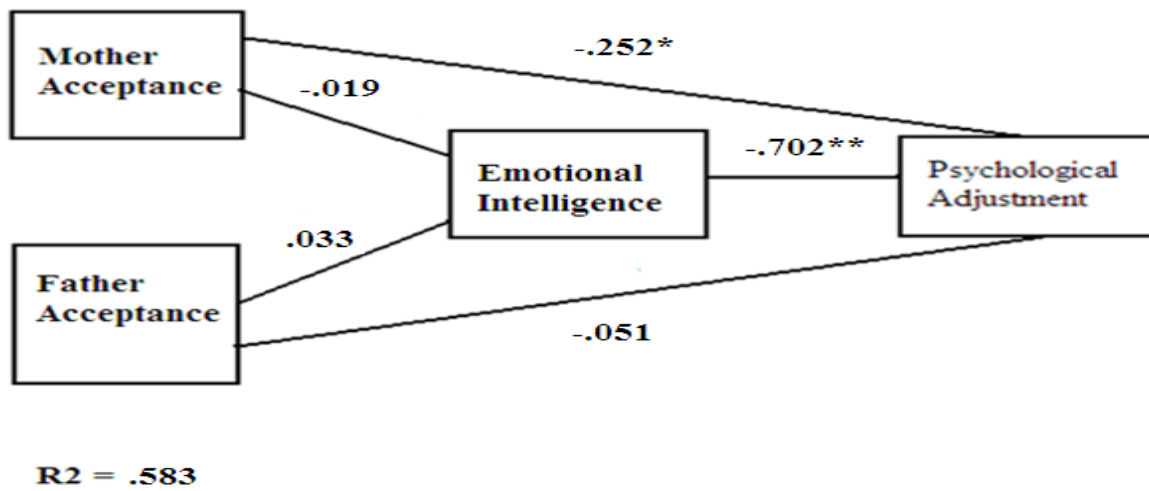
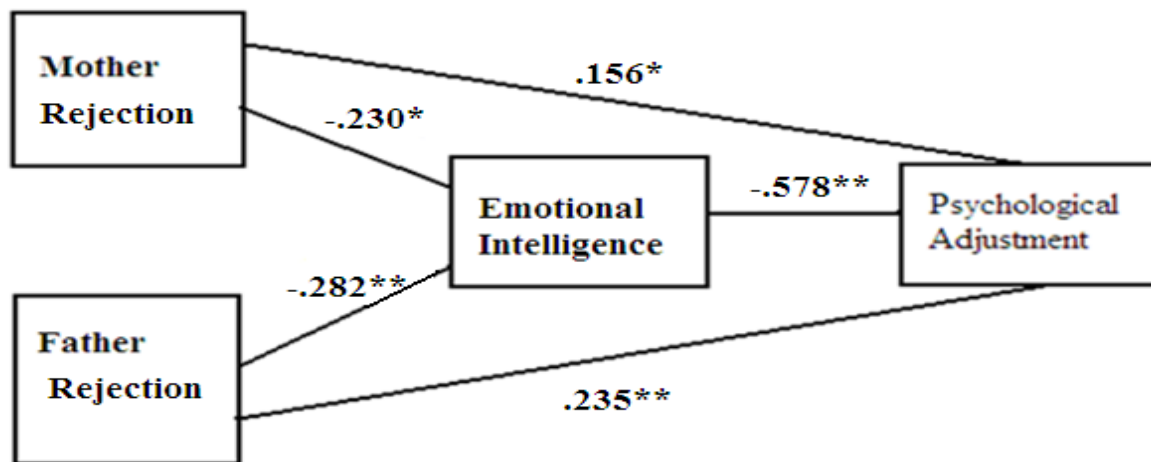
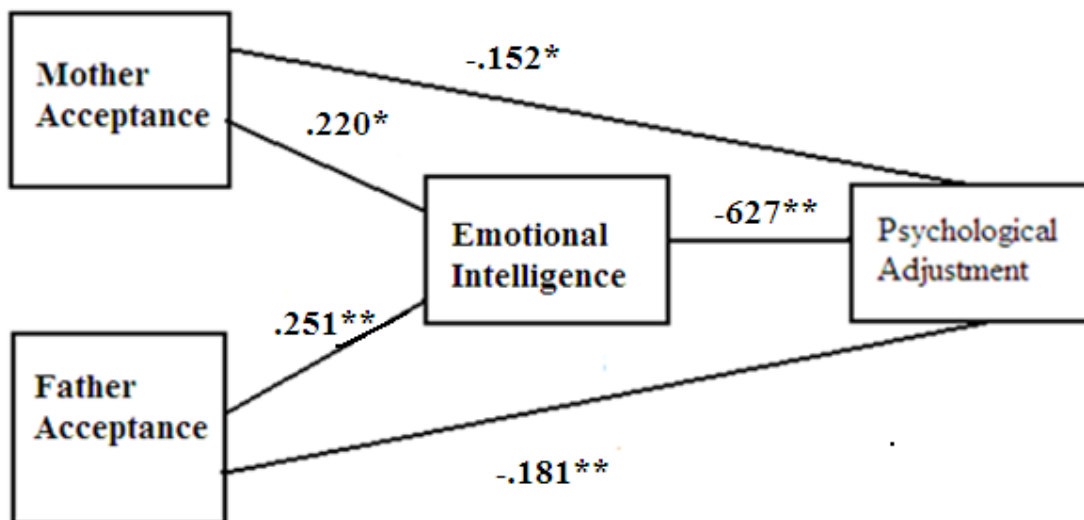


Figure 3: Emotional Intelligence as a mediator in the relation between parental Acceptance / Rejection (Mother / Father) and Psychological Adjustment in Females (N = 232).



R2 = .643



R2 = .612

4. Discussion

Results of the present study showed no significant differences between males and females, and between single/divorced/widowed and married participants in the perceptions of parental acceptance-rejection. Only in the case of the perception of father aggression, males, compared with females, perceived their fathers significantly as more aggressive (difference between two sexes was significant at .01). This results came in contradiction with the results a great number of Arab related previous studies, such the studies by Ahmed, et al., 2012; Ahmed, et al., 1987; Ahmed & Ibrahim, 2015, inprep.; Ibrahim & Ahmed, 2018, 2021; Al-Jaser, 2006; Al-Azemy, 2012; Al-Sabah, 2010; Al-Shayji, 2003; Al-Otaibi, 2005; El-Zeherany, 2004; Gaber, 1999; Khoug, 2014; Kausar &

Shafique, 2007; Ripoll-Nunez & Rohner, 2004) which showed that females, compared with males, perceived their parents as having more accepting and as less rejecting.

On the other hand, some Arab related previous studies have reached results similar to the results of the present study. Examples include the studies summarized by Ahmed, et al., 2016, which showed significant differences between the two sexes in their perceptions of parental acceptance-rejection.

Younger participants, compared with older ones, perceived their parents, especially mothers, as having more acceptance and less rejection (differences between the two age groups were significant at .05 - .01 levels). These results came in agreement with results of a great number of Arab previous related studies (Examples include the studies by Al-Azemy, 2012; Al-Sabah, 2010; Al-Shayji, 2003; Ahmed, et al., 1987; Ahmed, et al., 2012; Ahmed & Ibrahim, 2015, in prep.; Ahmed & Khalil, 1999; Al-Jarallah & Ahmed, 2018; Al-Otaibi, 2005; Ibrahim & Ahmed, 2018, 2021; Moussa, 2012). As expected, females, compared with their male counterparts, reported significantly higher scores of unhealthier psychological adjustment. This result came in agreement with the results of the majority Arab related studies (Al-Azemy, 2012; Al-Otaibi, 2005; Al-Sabah, 2010; Al-Shayji, 2003; Ahmed, et al., 2012; Ahmed & Ibrahim, 2015, in prep.; Ibrahim & Ahmed, 2018, 2021; Al-Jarallah & Ahmed, 2018) which showed that females, younger, single and rural/Bedouin participants, compared with their males, older, married and urban counterparts, reported higher levels of unhealthier psychological adjustment. In the same context, although older and married participants, compared with younger and single/divorced/widowed participants, reflected higher levels of healthier psychological adjustment, the differences did not reach the limits of significance.

Finally, and as expected, males, older and married participants, compared with females, younger and single/widowed, scored significantly higher on emotional intelligence measure. This result came in line with results of several Arab and non Arab previous related studies (Examples include the studies by: Al-Jaser, 2006; Raslan, 2006; Al-Telabani, 2014; Badawy, et al., 2011; Eissa & Rashwan, 2006; El-Behanaswy, et al., 2012; Ibrahim, 2009; Ismaeel, 2005; Khalifa, 2010; Ziadon & Al-Imam, 2003; Alegre & Benson, 2006; Alegre, et al., 2010; Kausar & Shafique, 2007; Petrides & Furnham, 2000). Results showed that emotional intelligence correlated significantly positive with perceptions of parental acceptance and healthier psychological adjustment and significantly negative with perceptions of parental rejection and unhealthier psychological adjustment. These results came in agreement with results of several Arab and non Arab previous related studies (Abdel-Majeed, 2001; Abou-el-Fatouh, 2016; Agaga, 2007; Agawa, 2002; Ahmed, 2005; Al-Alawy, 2004; Al-Ali, 2013; Al-Anjeri, 2009; Al-Deidi, 2005; Al-Jaser, 2006; Badaway, et al., 2011; Mekhemer, 2007; Alegre & Benson, 2006; Alegre, et al., 2010; Augusto Lands, et al., 2010; Harrod & Scheer, 2005; Kim & Rohner, 2003; Sultana, 2013). The hierarchical regression analysis (Preacher & Hayes, 2008) revealed the effectiveness of emotional intelligence as a strong moderator/mediator and predictor in the relationship between perceptions of parental acceptance-rejection and psychological adjustment. This clear-cut result supported the results of a huge number of previous related studies, which showed the effectiveness of emotional intelligence in moderating/mediating and/or predicting the relationship between perceptions of parental acceptance-rejection on one side and on the other side, psychological adjustment/ personality dispositions/traits. Examples of these studies include the studies by Abdel-Majeed, 2001; Abou-el-Fatouh, 2016; Agaga, 2007; Ahmed, 2005; Al-Alawy, 2004; Al-Ali, 2013; Al-Anjeri, 2009; Al-Deidi, 2005; Ali, 2005; Al-Jaser, 2006; Al-Lihyani, 2010; Alsaraireh, 2013; Eissa & Rashwan, 2006; El-Dardeer, 2002; El-Gendy, 2009; El-Khafagy, 2013; El-Sayed, 2007; Ewies & Al-Sharakway, 1997; Khoug, 2014; Soliman & Ali, 2002; Kamour, 2013; Khattab, 2011; Mohammed, 2004; Alegre & Benson, 2006; Alegre, et al., 2010; Augusto Landa, et al., 2010; Ghobari & Javadi, 2006; Guman & Rohner, 2013; Harrod & Scheer, 2005).

5. Summary, Conclusions and Suggestions for Future Research

The present study investigated the relationships between emotional intelligence and the perception of parental acceptance/rejection, and psychological adjustment in 319 of Kuwaiti adolescents, youth, and young adults aged 13-32 years by using Arabic versions of the following three questionnaires: Bar-On Emotional Intelligence Inventory (EQ-2), Rohner's Acceptance and Rejection Questionnaire (PARQ), and Personality Assessment Questionnaire (PAQ). Results of the present study came in agreement with results of previous Arab and non-Arab related studies, and showed strong relationships between perception of parental acceptance-rejection, psychological adjustment and emotional intelligence. Results showed significant differences between males and females, younger and older and single and married participants in emotional intelligence, perceptions of parental acceptance-rejection and psychological adjustment and revealed that emotional intelligence significantly correlated with perception of parental acceptance significantly correlated with both perceptions of parental acceptance and the healthier psychological adjustment, while emotional intelligence significantly negative correlated with the perception of parental rejection and the unhealthier psychological

adjustment. Also, found that gender, age and marital status have an effect on the perception of parental acceptance-rejection, psychological adjustment, and emotional intelligence.

Finally, hierarchical regression analysis and multiple mediator model reveal that emotional intelligence is a strong mediator/predictor between perception of parental acceptance-rejection and psychological adjustment. Based on the present study's results, it could be said that the relationship between perceptions of parental acceptance-rejection and psychological adjustment is strongly influenced by emotional intelligence. As a result, any effort for developing/ improving the perceptions of parental acceptance and psychological adjustment should include children's emotional intelligence. Consequently, training and counseling programs directed for children and parents could make use of the strong link between emotional intelligence, perceptions of parental acceptance and psychological adjustment. Future research should seek ways and strategies to develop and improve emotional intelligence (Atoum & Al-Mineezl, 2011; El-Beheary, 2007; El-Najar, 2013; Jarawan & Kamour, 2008; Moussa, 2011; Soliman & El-Adgm, 2008; Pau, et al., 2004; Singh, 2010) and to investigate the relationships between the above mentioned three variables in the light of the family's demographic variables and also the styles of parental treatment which were followed with the children during the upbringing period. Also, future research should include the investigating the relationship between emotional intelligence and demographic variables, such as educational and vocational levels, marital status, family size, birth order, and so on (Khalifa, 2010; Mekhemer, 2007; Raslan, 2006; Telafaha, 2013; Zaidan & Al-Imam, 2003; Guman & Rohner, 2013; Harrod & Scheer, 2005).

6. Limitations of the Study

One of the study's limitations is the group of participants was a convince real sample, with a moderate size ($N=319$). Second limitation is related to respondents' age. The study employed participants whose ages ranged between 13 and 32 years. Third limitation is related to participants' educational background. All participants were recruited from secondary schools and Kuwait University, especially Colleges of Social Sciences and Education, Kuwait University, Kuwait. The fourth limitation is the absence of sufficient information concerning the actual/real parental styles/treatments followed by parents of the study's participants. The fifth limitation is related to the three measures/ questionnaires used to assess the emotional intelligence (i.e., Bar-On measure), parental acceptance-rejection (Rohner's PARQ, and psychological adjustment (Rohner's (PAQ). Participants responded to self-report tools, and not real situations. The use of these self-reports measures and questionnaires, however, is useful. These self-report tools permitted statistical analyses to reveal how people weigh and combine separate factors- and have been validated. The self-report measures and questionnaires have been repeatedly criticized, due to the impact and influence of sociability on them, it should be noted that the results of the present study are based on self-report measures and questionnaires from secondary schools and college students and few adults. Consequently, it would be constructive to future research to investigate the role of emotional intelligence and its relation to perception of parental acceptance-rejection and psychological adjustment on actual acts in applied settings. In our opinion, using real situations based measures, may will be better in revealing the real levels of emotional intelligence, perception of parental acceptance-rejection and psychological adjustment, and the relationships/links between these three variables/constructs in different sectors in the society. Related to the measure used in assessing intelligence, Bar-On Inventory was translated into Arabic for use in this study. Although, the measure exhibited (statistically) satisfactory level of reliability and its exploratory factor analysis yielded acceptable validity, the measure needs to be validated for convergent and discrimination in future research. Sixth limitation: Also, congruent with previous research, other constructs not included in the present study (e.g., quality of life, happiness, self-compassion, empathy and forgiveness, altruism, spiritual intelligence, early abusive experiences, etc.) may moderate the effect of perception of parental acceptance-rejection and psychological adjustment on emotional intelligence and warrant empirical attention. Seventh limitation has to do with results of the present study concerning males compared with females, and younger participants compared with older ones. Our results showed no significant differences in the perception of mother's and father's acceptance-rejection, however, males, compared with females, reported significantly higher levels of healthier psychological adjustment ($p < .05$) and significantly higher levels of emotional intelligence ($p < .01$). As for age differences, younger participants –compared with older ones- were significantly higher in the perception of mother's parental acceptance and significantly lower in the perception of mother's and father's parental rejection. Older participants-compared with younger ones- reported higher levels of healthier psychological adjustment and higher levels of emotional intelligence. These results raised the following question: Whether age/gender would have had a greater or lesser effect for males than males, and for males than females? Finally, the eighth limitation has to do with the generalizability of the obtained results that could only be inductive of emotional intelligence in its relation with perception of parental acceptance-rejection and psychological adjustment in Kuwait.

To portray a representative picture of emotional intelligence in its relation with perception of parental acceptance-rejection and psychological intelligence in an Arabic milieu: Kuwait. Future research would need a large representative sample recruited from various Arab countries. Finally, large number of population across the ages could have been included to better understand the relationship between emotional intelligence, perception of parental acceptance – rejection and psychological adjustment. . More independent variables could have been identified and included to increase the scientific vigor of the study. Qualitative method could have been included for more in-depth exploration.

7. Implications of the Results

Results of the present study revealed strong relationships between emotional intelligence, perceptions of parental acceptance/rejection, and psychological adjustment. These results could be used in fields such as socialization of children, parents-child- relationship, to enhance these relationships through intervention programs, and educational counseling, to help children/adolescents, to solve their personal and academic problems. Results of the present study could help and guide government authorities, particularly the Ministry of Education, to plan and implement programs to develop emotional intelligence in population at large, and especially children and adolescents.

8. Declaration of Conflicting Interests

The author(s) declared no potential conflicts of interests with respect to the research, authorship, and/or publication of this article.

9. Ethical Approval

The author(s) assert that all procedures contributing to this work comply with the ethical standards of the relevant national and international committees on human experimentation and with the Helsinki Declaration of 1975, as revised.

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