KONSELING RELIGI

The Relationship Between Parental Rejection and Self Handicapping in Terms of Students' Socioeconomic Conditions

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Abstract

This study explored the relationship between parental rejection and self handicapping, considering the moderating role of socioeconomic status. The study population included students from 2016-2019 with a total of 1,238 students. The study sample consisted of 270 students selected by simple random sampling method, with an additional 25 respondents making a total of 295 respondents. The method in this study was carried out by collecting data using a Likert scale tested on the parental rejection scale and the self handicapping scale and analyzing the data using the Hayes model 1 regression technique. The results showed a positive relationship between maternal rejection and self handicapping ($p=0.001$, $p<0.05$), indicating that the higher the level of rejection from the mother, the higher the level of self handicapping in individuals. While there is no positive relationship between paternal rejection and self handicapping. Furthermore, socioeconomic status moderated the relationship between parental rejection and self handicapping, especially in the high ($p=0.011$, $p>0.05$) and very high ($p=0.027$, $p>0.05$) socioeconomic status groups. This indicates that the higher the socioeconomic status of the individual, the greater the influence of parental rejection on increasing self-handicapping behavior.

Keywords: parental rejection, self-handicapping, socioeconomic status, university students.

Introduction

Society has a tendency towards success and the mind of the individual in self-actualising on personal, career, and academic goals. it can be strengthened on a sense of

self worth which can be defined as a positive assessment of oneself with the belief that individuals can face challenges and appreciate the value of being human (Shing, 2019). Self worth has its own place for individuals against one's comfort and can be unique. the individual can have a priority-oriented view that accepts and realises that achievement in various fields can also find self-acceptance (Covington, in Arifin & Nurchayati, 2023). An individual's position can also influence challenges or pressures and have a tendency towards ability, maximum effort, and performance (Rahmawati, 2022). A sense of self-worth can help individuals face challenges and have self-confidence, satisfaction with values and life goals that are satisfied by their personal achievements. However, when faced with academic demands such as the preparation of a thesis, their sense of self worth seems to get a threat which then requires them to maintain their sense of self worth. One of them is found in the theory of self handicapping which can be a form of defence strategy if these things happen (Midgley & Urdan, 2001).

Jones and Berglas (in Jia et al, 2020) provide a statement that self handicapping can be interpreted as a phenomenon of individuals who have efforts to protect their self-esteem through behavioural manipulation both from themselves and the environment. Moreover, the academic domain is a situation that has the greatest potential for self handicapping to emerge its behaviour. In addition, this behaviour can be a self-protection strategy that can be used by students (Midgley & Urdan, 2001). Especially students who are working on a thesis and are often considered to be a difficult task. The existence of this assumption can lead to patterns of protecting self-esteem. More than that, the meaning of self-worth in individuals can be used to take certain advantages unintentionally by minimising efforts. Such meanings at various encounters can be caused by low effort and can be concluded that they can be consciously interpreted clearly and without feelings of shame (Musafiri et al, 2022).

The strategies that can be adopted by individuals are not only useful for minimising effort. Myers (2002) outlined several strategies in self-handicapping such as a) reducing preparation efforts; b) engaging in counterproductive activities; c) negating feelings of optimism or rationalising future poor performance; d) performing substandard quality work; and e) not showing maximum effort in performing a task. These strategies show that individuals can have a variety of treatments to express patterns of self-handicapping.

Based on the above patterns, individuals may continue to use self handicapping as a form of self-worth protection which may lead to negative behaviours, such as lowered grade point average, low self-actualisation, poor motivation in the academic domain, and lack of initiative with poor learning strategies. These impacts can severely hamper some academic patterns, including in the preparation of students' theses. In this case, students should not use self-handicapping continuously, and in some cases it was found why students used this method to get attention and maintain their self-esteem in front of their parents. This shows that the role of parents is also very important in building positive attitudes of children that can provide good behaviour for students who are working on their thesis. The role of parents is very important for students who have a variety of character building while working on their thesis, one of which is found in the research of Sevimli and Cakir (2022), namely the level of rejection from parents can increase self-handicapping, in this case, the mother plays an important role. Rejection from the mother can lead to destructive behaviour in individuals (Dural & Yalcin, 2014). In this case, the mother's position has a central role as an evaluator, contributor, and interpreter of various individual experiences that not only provide meaning for a student who wants to look successful in front of his mother, but also act to bring up protective motives so as not to get unwanted reactions from his mother (Moore et al, 2006). The theory that is close in implementing this is the parental acceptane-rejection theory developed by Rohner (2015) which states that the relationship is built on parents who show interest, attention, and affection with indications of positive emotions, while parental rejection is shown in the negative emotions displayed.

The relationship between parents and children with various parenting patterns can certainly affect the growth and development of the child, one of which can be measured through socioeconomic status. However, low socioeconomic status is very risky for the child . Low socio-economic parents can trigger violence and disrupt interaction patterns that will affect the child's developmental o`utcomes (Simons et al, 1994). Then, the child may imitate the pattern of interaction with parents and stimulate it in the surrounding environment (Downey & Coyne, 1990). It is corroborated by Galambos and Silbereisen (1987) who mentioned that the economic sphere can affect behavioural changes, especially in parenting, especially the father's role will be punitive, and free in any case in a negative connotation. This is included in the form of parental rejection. Parental acceptance rejection can be known in several factors. Dwairy (2010)

mentions that one of the factors that can lead to parental rejection of children is the socioeconomic situation of their parents. This shows that socioeconomics is influential in parental rejection, but considering that studies on parental rejection with socioeconomics are still limited, there is a need for further exploration of how socioeconomic status affects the relationship between parental rejection and selfhandicapping. By doing so, there will be clarification on how socioeconomic status may interact with the experience of parental rejection in shaping self handicapping. This may assist counsellors in identifying individuals who are prone to self handicapping and providing appropriate interventions (Khafidhoh, 2021).

The existence of this assumption reinforces that socio-economics has a strong influence on parental rejection, but it needs to be studied in depth with extensive exploration of this matter. Exploration can focus on social status which will also have an impact on the family economy. Thus, it will provide a classification of how the role of parental rejection in the formation of self-handicapping that can help counsellors in identifying cases of individuals who show self-handicapping with appropriate interventions.

Furthermore, the pattern of interaction between parents and children can be influenced by socio-economic status issues. In this case, children may have a high risk of parenting violence and may affect their learning outcomes if they come from low socio-economic parents (Simons et al., 1994), and then the child will model these interaction patterns on the surrounding environment because they imitate things when interacting with their parents (Downey & Coyne, 1990). In addition to the socio-economic role of parents, other research on gender can also have an influence on self-handicapping. Research conducted by Zuckerman and Tsai (2005) noted that gender differences were not significant to self handicapping. Then Yildirim (2015) research found that men and women can have the same tendency in self-handicapping patterns, and can be found in different situations. Then Brown et al. (2012) found that it was men who had a higher tendency to do self-handicapping patterns. The above studies corroborate that self-handicapping also occurs in gender differences.

The existence of previous research can strengthen the research that will be examined in the next discussion. Research conducted by Sevimli and Cakir (2022) entitled "Examining the Relationships Between Parental Acceptance-Rejection, Self liking and Self handicapping in University Students" aims to reveal the relationship

between Parental Acceptance Rejection, self handicapping and self-liking. Then research conducted by Vidyadhara and Sawitri (2020) which focused on students of the Faculty of Engineering, Diponegoro University showed that 30.8% of students experienced self handicapping when doing their final project. then research conducted by Panggalo (2019) which focused on ethnic Toraja students in Salatiga experienced self handicapping at 50.6%. What is commonly found in students who have self handicapping varies, the existence of previous studies shows that self handicapping is often found in students. Referring to this, the researcher will focus on the discussion of students who are working on a thesis on socioeconomics influences that can affect parental rejection with self-handicapping.

Methods

The researcher focused on a quantitative correlational or association approach to explore the relationship between two or more variables, in order to find the relationship of two independent variables on parental rejection (X) and self handicapping (Y), against two moderator variables, namely socioeconomics (Z). The research location that the researcher took was at the Faculty of Education and Psychology, Semarang State University. The population in this study is students of class 2016-2019, totalling 1,238 students. The research sample focused on 270 students who were taken by simple random sampling, with an additional 25 respondents to 295 total respondents.

Table 1. Research Sample of Students Class 2016-2019

No	Generation	Number of students	Total number of research respondents
1	2016	32	7
2	2017	266	58
3	2018	308	67
4	2019	632	138
Total		1,238	**270**

The data collection technique in this study used a Likert scale which was tested on the parental rejection scale and the self handicapping scale. The Likert scale can be aimed at measuring a person's attitudes, opinions, and perceptions of social phenomena. Researchers will focus on the variables measured by turning them into indicators as the preparation of questions in the form of items. Statements can include criteria that support or do not support, as well as neutral. The parental rejection scale refers to

Rohner (1971), who developed three versions of the PARQ namely Adult, Parent, and Child which became the focus. The researcher used the Adult PARQ measurement tool because students were the participants that the researcher focused on. The Adult PARQ instrument developed by Rohner (1971) originally contained 60 items but was later reduced to 24 items based on recommendations from the research of Dedeler, et al (2017). Then, the self handicapping scale was used as the measurement used, namely SHS (Self Handicapping Scale). The SHS instrument was originally developed by Rhodewalt (1994) with 25 items, but was later reduced to 13 items based on recommendations from Clarke and MacCann (2016) research.

Then to determine that the parental rejection instrument and the self handicapping instrument are capable of measuring the purpose of disclosing data from the variables studied, the validity test is carried out, the results of which can be seen below.

Table 2. Results of Parental Rejection Validity Test

Aspect	Dimension	Validity Range
Parental Rejection	Hostility and Aggression	0,000
	Indifference and Negligence	0,000
	Undifferentiated Rejection	0,000

The validity test results show that the Parental Rejection scale consisting of 15 items is valid with a significance of 0.000.

Table 3. Results of Self Handicapping Validity Test

Aspect	Dimension	Validity Range
Self Handicapping	*Self Handicapping* Internal	0,000
	Self Handicapping Eksternal	0,000

The validity test results show that the Self Handicapping scale consisting of 13 items is valid with a significance of 0.000.

In addition to the validity test, a reliability test is needed to determine the level of reliability of the parental rejection instrument with self-handicapping. To clarify the level of reliability of each item, using the Cronbach's Alpha formula using the reliability level criteria table as described by Arikunto (2010).

Table 4. Cronbach Alpha Formula (Criteria Table)

Criteria	Interpretation of Reliability
0,800 – 1,00	Very high degree of reability
0,600 – 0,800	High degree of reability
0,400 – 0,600	Moderate degree of reability
0,200 – 0,400	Below degree of reability
0,000 – 0,200	Very low degree of reability

In this study, the reliability test results showed that the Parental Rejection scale obtained a coefficient of 0.779 while the Self Handicapping scale also obtained a coefficient of 0.779. Thus, in this study, the Parental Rejection scale and the self-handicapping scale are considered reliable with adequate categories and are suitable for use in research. the results of the reliability test can be seen in tables 5 and 6.

Tabel 5. The Realibility of the Parental Rejection Instrument

Cronbach's Alpha	N of Items
.779	15

Tabel 6. The Realibility of the Self Handicapping Instrument

The data analysis in this research uses the procces model 1 technique from Hayes. By including tests of normality, linearity, multilkolinierity and heteroscedacity tests. Data management in this study used the SPSS (Statistical Package for Social Sciences) version 26 program.

Discussion

Based on the research that has been conducted, regarding the relationship between parental rejection and self-handicapping in terms of socio-economic students who compile a thesis, it can be concluded with this description.

It can be seen that the percentage of low socioeconomic status is 40%, moderate socioeconomic status is 30%, high socioeconomic status is 16% and very high socioeconomic status is 14%. So that the characteristics of the subjects in this study are dominated by low socioeconomic status.

Table 7 The Description of Characteristics of Respondents Based on Socioeconomic

No	Socioeconomic Status	Frequency	Percentage (%)
1	Low (< Rp. 1,500,000/month)	120	40

2	Medium (< Rp. 1,500,000 – Rp. 2,500,000/month)	89	30
3	High (< Rp. 2,500,000 – Rp, 3,500,000/month)	46	16
4	Very High (> Rp. 3,500,000/month)	40	14
	Total	295	100%

In this regard, it is necessary to understand that social status refers to a person's position specifically in society, related to his relationship with others in the environment, dignity, rights and duties, and social status can also affect his status outside his group (Clara & Wardani, 2020). Social status can also be interpreted as a public place that has a relationship with other people, especially in social contexts, achievements, rights, and obligations (Wulandari, 2020). Then Nurwati and Listari (2021) mentioned that status refers to a person's social position in groups and society.

Individual socioeconomic levels vary and can be classified into various levels, such as high, medium, and low. According to Afia, et al (2020) socioeconomic status is the categorisation of individuals based on their economic, educational, and occupational characteristics. Meanwhile, Syamsuriana, et al (2022) explained that parents' socioeconomic status includes the parents' level of education, employment, and income. By referring to these views, the socioeconomic status of parents basically refers to the position of parents in the community order based on certain criteria such as economy, education level, job position, and social position held in their social environment. Income in this case refers to money that has been received by individuals based on wages, salaries, rents, interest, and profits. Then, the grouping by BPS (Central Bureau of Statistics) in Indonesia, is also used as a reference by researchers to distinguish four categories as follows.

1. The very high income category can be given to income that has an average of more than Rp. 3,500,000/month.

2. The high income category can be given to income that has an average between Rp. 2,500,000 and Rp. 3,500,000/month.

3. The medium income category can be given to income that has an average between Rp. 1,500,000 to Rp. 2,500,000/month.

4. The low income category can be given to income that has an average of Rp. 1,500,000/month.

Based on table 7, it is known that the percentage of low socioeconomic status is 40%, moderate socioeconomic status is 30%, high socioeconomic status is 16% and very high socioeconomic status is 14%. So that the characteristics of the subjects in this study are dominated by low socioeconomic status.

Then, Based on the results of research using the parental rejection and self handicapping scales that have been filled in by the research subjects, categorisation can be obtained related to parental rejection and self handicapping by adding up the total items in each component, then calculating the mean or average of each component. The purpose of conducting descriptive statistical tests is to group several levels of parental rejection of students and determine the level of self-handicapping by providing three levels including high, medium, and low. Then, subjects were categorised based on the largest mean obtained. The following are criteria based on the normal distribution model, according to Azwar (2012), which the researcher then entered the data that had been taken.

Table 8 The Description of Parental Rejection (Maternal)

No.	Interval Skor	Interval	Criteria	F	%
1	$(\mu + 1\,\sigma) \leq X$	$45 \leq X$	High	129	44
2	$(\mu + 1\,\sigma) \leq X < (\mu + 1\,\sigma)$	$30 \leq X < 45$	Mid	24	8
3	$X < (\mu - 1\,\sigma)$	$X < 30$	Low	142	48
	Total			295	100%

Based on the results of the table 8, it can be illustrated that there are around 129 subjects or if converted worth 44% of subjects are in the high category, 24 subjects or if converted worth 8% of subjects are in the medium category and 142 subjects are in the low category. So, it can be said that the level of maternal rejection in students who are preparing a thesis at Semarang State University (UNNES), Faculty of Education and Psychology, class of 2016-2019 is in the medium category. The scale statistics table regarding the level of maternal rejection empirically is as follows.

Table 9 Descriptive Overview of Maternal Rejection

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Mreject	295	15.00	59.00	39.0339	17.01297
Valid N (listwise)	295				

Based on the results of table 9, it can be seen and explained that the level of maternal rejection in Semarang State University (UNNES) students with a total of 295 subjects is empirically in the moderate category. The results of descriptive statistical

calculations obtained an empirical mean of 36.0339 which when viewed based on theoretical categories, the value is included in the category and score interval $30 \leq X < 45$. So it can be concluded that the empirical mean of maternal rejection in this study is in the moderate category. The graph that will make it easier to understand the description of the level of maternal rejection in general, as follows.

Graph 1. Level of Maternal Rejection
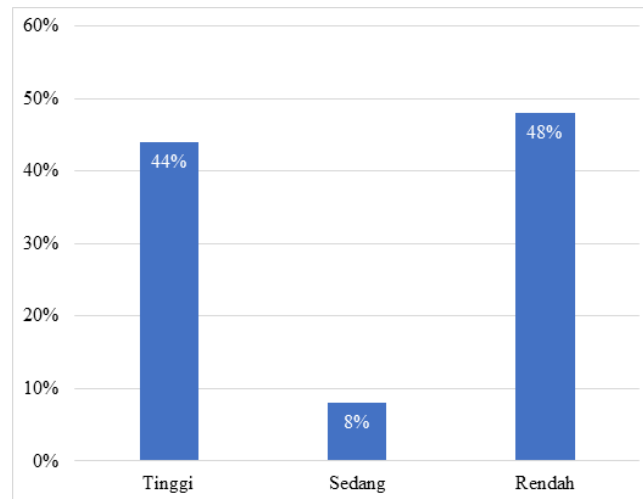
Furthermore, the classification and frequency distribution of self-handicapping can be seen in the table below.

Table 10 Self Handicapping

| No	Interval Score	Interval	Criteria	F	%
1	$(\mu + 1\ \sigma) \leq X$	$56,5 \leq X$	High	173	59
2	$(\mu + 1\ \sigma) \leq X < (\mu + 1\ \sigma)$	$34,5 \leq X < 56,5$	Mid	49	16
3	$X < (\mu - 1\ \sigma)$	$X < 34,5$	Low	73	25
	TOTAL			295	100%

Based on the results of the table above, it can be illustrated that there are around 173 subjects or if converted worth 59% of the subjects are in the high category, 49 subjects or if converted worth 16% of the subjects are in the medium category and 73 subjects are in the low category. So, it can be said that the level of self-handicapping in students who are preparing a thesis at Semarang State University (UNNES), Faculty of Education and Psychology class of 2016-2019 is in the high category. The scale statistics table regarding the level of self-handicapping empirically is as follows.

Table 11 Descriptive Overview of Self Handicapping

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Mreject	295	13.00	78.00	56.8987	18.69022
Valid N (listwise)	295				

Based on the results of table 5, it can be known and explained that the level of self-handicapping in Semarang State University (UNNES) students with a total of 295 subjects is empirically in the high category. The results of descriptive statistical calculations obtained an empirical mean of 56.1390 which, when viewed based on theoretical categories, the value is included in the category and score interval $56.5 \leq X$. So it can be concluded that the empirical mean of self-handicapping in this study is in the high category. The graph that will make it easier to understand the description of the level of self-handicapping in general, as follows.

Graph 2 level of self-handicapping in general
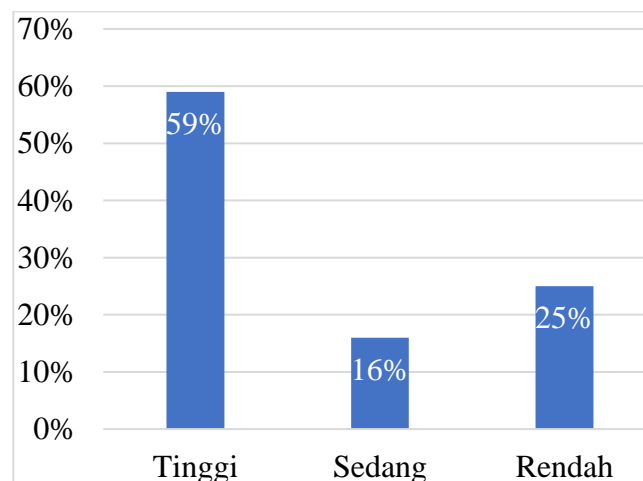
Them, the normality test is carried out with the aim of knowing whether a population used in a study is normally distributed or not. The technique used in this study, to test normality is the One Sample Kolmogorov Smirnov Test (statistical) and Probability (graphical). This is done to improve data accuracy and provide in-depth understanding for readers. According to Ghozali (2018) explains the basis for decision making in conducting a normality test through the one sample Kolmogorov Smirnov test technique. The criteria in the Kolmogorov-Smirnov Test to determine the results of one of them can see the significant value of Monte Carlo (2-tailed). If the resulting Monte Carlo Sig (2-tailed) value is greater than 0.05, the residuals are normally

distributed (sig> 0.05) and vice versa if the resulting Monte Carlo Sig (2-tailed) value is less than 0.05 it can be said that the residuals are not normally distributed (sig <0.05). With the IBM SPSS version 26 programme, the test has three equations, according to Mehta and Patel (2011) it can use extract P-values, monte carlo P-values, and asymptotic P-values. Most studies use asymptotic equations in testing the normality of data, but these equations have several weaknesses that make the data results abnormal. The weaknesses stated by Mehta and Patel (2011) are as follows: "This means that p values are estimated based on the assumption that the data, given a suffi- ciently large sample size, conform to a particular distribution. However, when the data set is small, sparse, contains many ties, is unbalanced, or is poorly distributed, the asymp- totic method may fail to produce reliable results." This means that the weaknesses caused by asymptotic, namely when the data is small, the data is unbalanced and poorly distributed, will cause inaccurate results. Therefore, besides using the asymptotic equation, one of them can use monte carlo. The Monte Carlo equation is a repeated sampling method. To use the monte carlo equation, in the Kolmogorov smirnov test, choose monte carlo in the extract option and after that fill in the confidence level and number of samples used.

Table 12 One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			295
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		13.11729488
Most Extreme Differences	Absolute		.071
	Positive		.071
	Negative		-.048
Test Statistic			.071
Asymp. Sig. (2-tailed)			.001[c]
Monte Carlo Sig. (2-tailed)	Sig.		.100[d]
	99% Confidence Interval	Lower Bound	.092
		Upper Bound	.108

Based on the test results in the table above using the one sample kolmogorov smirnov test monte carlo technique, it is found that the Monte Carlo Sig value> 0.05

(0.92> 0.05), meaning that it can be concluded that the regression model in this study fulfils the assumption of normality.

Another technique, in testing normality, is to use the probability plot technique as a graphical test. According to Santoso (2015) the basis for decision making from the probability plot technique is that the data will be declared normal if the data spreads and follows the direction around the diagonal line. Then, the data will be declared abnormal if the data distribution spreads, widens or moves away from the diagonal line and does not follow the diagonal line. The results regarding the normality test with a graph (probability plot), can be seen following the figure.

Figure 1 Probability Plot

Gambaran Work
59%
16%
25%

Based on the probability plot image above, it states that the residual points spread both upwards and sideways, and follow the direction of the diagonal line. So it can be concluded that the normality test carried out in this study through the probability plot graph is normally distributed. Then the linearity test is intended to determine whether or not there is a relationship between the independent variable and the dependent variable. In this study, the technique that will be used is to look at the Test of Linearity value, where the assumptions and criteria for testing are that if the p value < level of significance alpha ($\alpha = 5\%$) then it is stated that there is a linear relationship, otherwise if the p value > level of significance alpha ($\alpha = 5\%$) then it is stated that there is no linear relationship (Ghozali, 2018). As for some results regarding the linearity test in this study, it can be seen based on the table as follows.

Table 13 Results Regarding the Linearity Tes

Variabel	Linearity		Description
	F	Significance	
Maternal Rejection * Self Handicapping	87,233	0,000	Linear Fulfilment
Fathernal Rejection * Self Handicapping	5,415	0,021	Linear Fulfilment

Based on the results of the linearity test in the table above, it can describe that the dimensions of Parental Rejection consisting of Maternal Rejection and Fathernal Rejection can be said to be fulfilled by linearity. This is evidenced by the results of the significance values which are all below the significance of 0.05 (a = 5%) so that it can be said that it is good enough to explain that the Parental Rejection dimension has high linearity towards Self Handicapping. The detailed results of the value of each dimension in the linearity test include Maternal Rejection with a linearity of 0.000 and Fathernal Rejection with a linearity of 0.021. Then multicollinearity testing in this study is intended to determine whether there is a relationship between the independent variables used in the regression model. in its use is done by looking at the Variance Inflation Factor (VIF) value or the tolerance value of each independent variable. According to Ghozali (2018) in his book explains that the criteria for testing multicollinearity are known if the Variance Inflation Factor (VIF) value is smaller than 10 and the tolerance value is greater than 0.1, it is said that the assumption of non-multicollinearity in this study can be said to be fulfilled. The results of the Variance Inflation Factor (VIF) and tolerance can be seen in the following table.

Table 14 Result of Variance Inflation Factor and Tolerance

Variabel Independen	Collinearity Statistics	
	Tolerance	VIF
Maternal Rejection	0,465	2,152
Fathernal Rejection	0,475	2,105
Gender	0,776	1,289
Socialeconomic Status	0,691	1,447

Based on the results in the table above, it can be seen that all independent variables produce a Variance Inflation Factor (VIF) value smaller than 10 and a

tolerance value greater than 0.1. Therefore, it can be concluded that the assumption of non-multicollinearity in this research can be said to be fulfilled.

Then the heteroscedasticity test was also applied in this study, carried out with the aim of knowing whether the residuals had a homogeneous variety or not. According to Ghozali (2018) in testing heteroscedasticity can be seen based on criteria, if the residual points contained in the Scatter Plot spread randomly up, down, or to the side. The results of the heteroscedasticity test can be seen in the following figure.

Figure 2 Results of the Heteroscedasticity Test
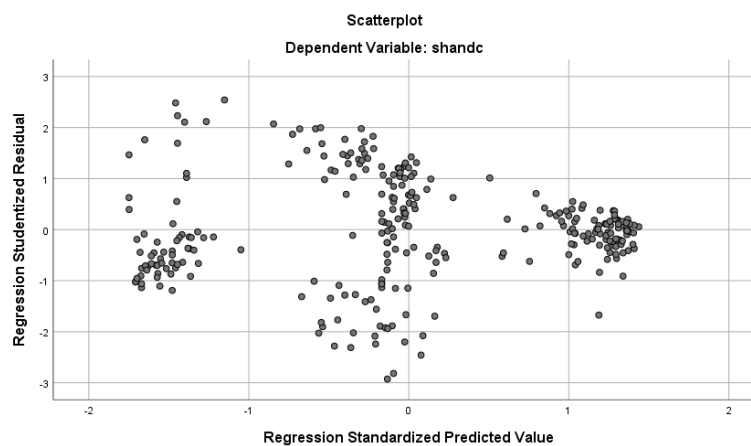
Based on the results of the scatter plot in the figure above, it is explained that the residual points spread up, down, and to the side of the number 0 and do not form a certain pattern. So, from that it can he concluded that the residuals produced by the regression model have a homogeneous variery. So that the assumption of non-heteroscedasticity in this study is fulfilled.

Finally, the calculation of hypothesis testing in this study was carried out using the Hayes model 1 procces technique using the help of SPSS software version 26. The research results that have been obtained and described will be discussed in more depth in the following subchapters.

Table 15 Hayes Test Results Model 2 Maternal Rejection

Prediktor	coeff	se	t	p	LLCI	ULCI
SH	10,8346	9,1255	1,1873	,2361	-7,1274	28,7965
Mreject	,1619	,1968	,8227	,4114	-,2255	,5493

SE 1	-6,0922	5,4277	-1,1224	,2626	-16,7755	4,5912
SE 2	-14,2185	5,6151	-2,5322	,0119	-25,2709	-3,1662
SE 3	-16,8069	6,2124	-2,7054	,0072	-29,0349	-4,5788
Freject x SE1	,0198	,1204	,1641	,8698	-,2173	,2568
Freject x SE2	,3150	,1509	2,0874	,0377	,0180	,6120
Freject x SE3	,4129	,2079	1,9859	,0480	,0037	,8221

Table 16 Hayes Test Results Model 1 Maternal Rejection

Prediktor	coeff	se	t	p	LLCI	ULCI
SH	,1445	6,7809	,0213	,9830	-13,2025	13,4915
Mreject	,5801	,1744	3,3257	,0010	,2368	,9234
SE1	-5,7004	5,0987	-1,1180	,2645	-15,7361	4,3354
SE2	-15,7422	5,9817	-2,6318	,0090	-27,5161	-3,9684
SE3	-20,1874	9,1183	-2,2139	,0276	-38,1352	-2,2397
Mreject x SE1	,0235	,1135	,2070	,8362	-,2000	,2470
Mreject x SE2	,7127	,2165	3,2916	,0011	,2865	1,1389
Mreject x SE3	,9601	,4339	2,2126	,0277	,1060	1,8142

The test results show that there is no positive relationship between paternal rejection and self handicapping but there is a positive relationship between maternal rejection and self handicapping (p=0.001, p<0.05) which means that the higher the level of rejection from the mother, the higher the level of self handicapping in individuals. From a theoretical perspective, these results support the concept that experiences of maternal and paternal rejection can have different impacts on children's behavior (Rahmani, 2019). This finding is consistent with previous research analyzing the relationship between Parental Rejection and Self Handicapping (Sevimli & Cakir, 2022), where it was found that the level of maternal rejection increased Self Handicapping. Maternal rejection is understood as a trigger for the formation of destructive behavior in individuals (Dural & Yalcin, 2014). Given the mother's position as evaluator,

contributor, and interpreter of the individual's experience, the individual not only presents himself as a successful person in public, but also acts with the motive of protecting his self-esteem so as not to get unwanted reactions from his mother (Moore et al., 2006).

The test results show that socioeconomic status acts as a moderator in the relationship between parental rejection (both maternal and paternal) and self-handicapping, especially in the high socioeconomic status group (p=0.011, p>0.05) and the very high socioeconomic status group (p=0.027, p>0.05). This shows that the higher the socioeconomic status of the individual, the greater the influence of parental rejection from both the mother and father's side on increasing Self Handicapping behavior.

Individuals exist in a variety of interacting systems, including family, school, peers and society (Bronfenbrenner, 1979). In this case, the socioeconomic status of the family may influence parenting and the experience of parental rejection of the child. High and very high socioeconomic groups reflect accessibility to resources and support, which may moderate the relationship between parental rejection and self-handicapping.

Previous research also provides support for these findings. Galambos and Silbereisen (1987) emphasized that the economic domain can influence behavioral changes in parenting, especially the punitive role of the father. Therefore, parental rejection, including paternal and maternal rejection, can be reflected in the socioeconomic context that influences parenting.

Dwairy (2010) added the socioeconomic dimension as a factor that can lead to Parental Rejection to children. These findings confirm that socioeconomics can be a key factor in understanding the complex interactions between Parental Rejection, socioeconomics, and Self Handicapping. This research creates novelty by highlighting the specific role of socioeconomic status in moderating this relationship, which may pave the way for further exploration of how these factors interact and impact on individual development.

Conclusion

The findings of this study underscore the complex interplay between parental rejection, self-handicapping, and socioeconomic status. The positive correlation identified between maternal rejection and self-handicapping highlights the need for a

deeper understanding of the different impacts of maternal and paternal rejection on individual behavior.

This study contains several limitations in that the sample used was limited to the scope of students of the Faculty of Education and Psychology of Semarang State University class of 2016-2019, raising concerns about the generalizability of research findings to cover all study programs in various faculties. This limitation may limit the representation of variability within the student population. Furthermore, the lack of literature supporting the relationship between parental rejection and self-harming poses limitations on the strength of the research findings. The lack of supporting literature may impact the robustness of this study's conclusions, highlighting the urgency for further research in a broader and more in-depth context regarding the relationship between these variables. Going forward, future research could expand the sample size to include students from different programs and faculties or even extend the study to include members of the wider community. In addition, researchers should consider including more measured variables, including factors such as the level of social support, students' perceptions of academic success, and other psychological factors or even linking to other demographic factors such as age or culture that may influence self-handicapping.

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