

**PEER REJECTION, REJECTION SENSITIVITY, AND SOCIAL COMPETENCE AMONG
REJECTED AND ACCEPTED SCHOOL GIRLS**



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ID # 13002142013

Masters' Thesis (PY 499)

SESSION : 2013-2015

MSC PSYCHOLOGY

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UNIVERSITY OF MANAGEMENT AND TECHNOLOGY

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**A thesis submitted in partial fulfillment of the requirements for the degree of MSC in
Psychology**

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Certificate of Approval

This is to certify that I have examined this copy of a Master's thesis written by Tayyaba Afzal and have found that it is complete and satisfactory in all respects, and that any and all revisions required have been made. It is accepted by the faculty of the department of Psychology, School of Social Sciences & Humanities, University of the Management and Technology, Lahore in partial fulfilment of the requirements for the degree of MSC in Psychology

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Declaration

I, Ms. Tayyaba Afzal, ID No .13002142013, student of MSc in the subject of Psychology, session 2013 -2015, hereby declare that the material printed in this thesis titled “Peer Rejection, Rejection Sensitivity, and Social Competence among Rejected and Accepted Children” is original work and has not been published or submitted as research work, thesis or publication in any form in any university, research institution etc in Pakistan or abroad. This work is the part of research projected initiated by Mr. Sultan Shujja and Ms. Tayyaba Afzal opted it as MSc Psychology thesis.

Dated:

Signature of the declarer

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Abstract

The current study investigated the level of rejection sensitivity and social competence among rejected and accepted girls with an age range of 9 to 13 years. The study comprised two phases. In the first phase, rejected and accepted children were identified using peer nomination procedure (sociometric approach). This approach implies that rejected children were those who received larger number of “the most disliked child” peer nominations while accepted children were those who received larger number of “the most liked child” peer nominations. In the second phase, Children Rejection Sensitivity Questionnaire and Social Competence Scale for Children were administered in the group of 15-20 girls. Results revealed that there was a link between peer rejection, two domains of rejection sensitivity (anxious expectations of rejection and angry reaction to ambiguously intentioned rejection), and social competence. There was significant difference on one of the rejection sensitivity domain i.e., angry reaction to ambiguously intentioned rejection between accepted and rejected girls but differences on rest of the study variable remained non-significant. Furthermore, two domains of rejection sensitivity significantly predicted social competence while peer rejection did not. Findings have been discussed in indigenous cultural context

Keywords: rejection sensitivity, anxious and angry expectations of rejection, social competence