

EFFECT OF ECLECTIC COUNSELLING ON THE NEED ACHIEVEMENT OF PARENTALLY REJECTED CHILDREN: AN EXPERIMENTAL STUDY

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Abstract

The present study aimed to evaluate the impact of an eclectic counselling approach on the need achievement (both composite and factor-wise) of children experiencing parental rejection. The research was conducted in various high and higher secondary schools in District Ganderbal. To identify parentally rejected students, the Parental Acceptance-Rejection Questionnaire (PARQ, 2004) developed by Rohner was administered to 9th-grade students across three educational zones—Tullamulla, Ganderbal, and Kangan. Based on the results, 80 male students aged 15-16 were identified as parentally rejected and were randomly assigned to two groups: an experimental group (N=40) and a control group (N=40). The experimental group received counselling intervention based on an eclectic approach. To assess their need achievement, Khan's Urdu adaptation of B.N. Mukherjee's Incomplete Sentence Blank (1989) was administered as a pre-test to both groups. Following the counselling intervention, the same test was conducted as a post-test to determine the effectiveness of the counselling approach. The data was analysed using the paired t-test, which revealed that the eclectic counselling approach significantly enhanced the overall need achievement of the experimental group. Improvements were noted in key dimensions such as hope of success, high ego ideal, perseverance, realistic attitude, and internal control of fate. The post-test scores of the experimental group showed statistically significant improvements at both the 0.01 and 0.05 levels. In contrast, no significant difference was observed between the pre-test and post-test need achievement scores of the control group, indicating the effectiveness of the counselling intervention in improving need achievement among parentally rejected children.

Keywords: Parental Rejection, Need Achievement, Eclectic Counselling Introduction

Introduction

The Interpersonal-Acceptance Rejection Theory (IPARTheory) is an evidence based theory of socialization and life span development that aims to predict and explain

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major consequences, cause, and other correlates of parental acceptance and rejection worldwide (Rohner, 1975, 1980, 1986, 1990, 2004, 2010, 2012, 2016 & 2021), (Rohner & Pattengill, 1985), (Rohner & Cournoyer, 1994), (Rohner et al. 1996), (Rohner & Khaleque, 2003), (Khaleque & Rohner, 2002a, 2002b), (Rohner & Lansford, 2017), (Li, 2023). The **Interpersonal Acceptance-Rejection Theory (IPARTheory)** examines how children perceive parental acceptance or rejection and the lasting impact it has on their psychological, social, and intimate relationships throughout life. The theory is based on two key parental dimensions: **Acceptance** and **Rejection**. The acceptance dimension reflects a nurturing and positive bond between a child and their parents or significant others, where the child feels loved, cared for, and emotionally supported. This is expressed through warmth, affection, and engagement, such as hugging, cuddling, praising, and showing concern. In contrast, the rejection dimension is marked by a significant lack of warmth and affection, where parents may display hostility, aggression, neglect, or indifference. Rejected children often experience emotional coldness, criticism, or even verbal, physical, and psychological harm, leading to deep emotional wounds that can persist into adulthood, affecting their self-esteem, relationships, and overall well-being. IPARTheory highlights that a child's perception of acceptance or rejection plays a crucial role in shaping their emotional and social development. Parents considered their children as burden and nuisance (Rohner, 1986, 2004, 2010, 2012, 2021), (Khaleque & Rohner, 2002a, 2002b), (Rising & Rohner, 2021). According to IPAR Theory Parental rejection expressed by parents perceived and experienced by children in the form of four countenances **(1) Cold and unaffectionate** which refers to the parental behaviour showing no sign of love, kindness, emotions or friendliness. Children perceive their parents as unsympathetic, uninterested, insensitive, inhospitable, inaccessible and unavailable. These parents are indifferent, unresponsive, hard hearted and emotionally unavailable to their kids. They are unable to maintain the emotional bond with their children. **(2) Hostile and aggressive** behaviour of the parents is full of aggression and anger. Parents who are hostile and aggressive always show annoyed, exasperated, indignant, malevolent, inimical and irked behaviour. Parents express the hostility and aggression verbally (insulting, yelling, mocking, shouting, shrieking, squeaking and using derogatory language), physically (hitting, grabbing, beating, kicking, maiming, slapping and pinching), symbolic (rude, offensive gestures). **(3) Indifferent and neglecting** parents are those who are showing lack of interest in their children. They are not paying any kind of interest to fulfill the needs and demands of the child. These parents are insouciant, detached, callous,

lackluster, dispassionate and impassive. Neglect does not necessary mean that parents does not meet the physical and material needs of the child, it also means that parents do not meet the social and emotional needs of the child. Those parents who are neglecting pay no or little attention to the needs of their children and they have the tendency to remain unavailable, unresponsive and unapproachable to their children. All these behaviours of the parents whether real or perceived persuade the children to feel unloved and rejected. **(4) Undifferentiated rejection** which refers to the perception of an individual perceives that another person does not care about them in spite of whether the other person behaves in an aggressive, neglectful or unaffectionate way.

The **Rejection Dimension** of the **Parental Acceptance-Rejection Theory (PARTheory)** highlights four key behavioural patterns in parents that children interpret as signs of rejection. These behaviours shape a child's perception of being unloved or unwanted. The first aspect is **cold and unaffectionate behaviour**, where parents fail to express warmth physically (such as a lack of hugging, kissing, or cuddling) or verbally (by not offering praise, compliments, or kind words). The second is **hostility and aggression**, which can manifest physically (such as hitting, kicking, or shoving) or verbally (using sarcasm, belittling language, or saying cruel and hurtful things). The third is **indifference and neglect**, where parents are emotionally and physically unavailable, showing little to no attention to their child's needs and emotions. Lastly, **undifferentiated rejection** refers to a child's deep-seated feeling of being unloved or unappreciated, even if parents do not display outright rejection. Beyond these behaviours, children may also sense rejection through non-verbal cues, such as lack of eye contact, avoiding interaction, certain facial expressions, or body language like slouching and fidgeting. As noted by Kagan (1978), parental rejection is not just about specific actions but is ultimately defined by how the child perceives their relationship with their parents.

Need Achievement

Humans have the natural urge to work and achieve the success. It is also true that sometimes the individual may not be successful in facing some of the tasks. There may be the different reasons why an individual may not succeed. But in the present competitive world everyone has to improve the indicators of the performance, and of the most important indicator of performance is the need for achievement. Need achievement is the main force behind any person to achieve the goals, this drive is known as the motivation. It is a zeal, enthusiasm and passion which activates the certain behaviours of an individual to reach greater heights in life.

The concept of **N-Ach** was used and popularized by the David McClelland in the year 1961(McClellan 1968). This personality trait is highly influenced by internal drive for action (intrinsic motivation) and some external things also plays a significant role in need for achievement (extrinsic motivation). The external things may be the reward or pressure exerted by some external forces. The people who are having high N-Ach always choose difficult tasks and set high goals in life and try very hard to achieve those goals. Those who are having low N-Ach choose easy tasks and are having the fear of failure. Need for achievement (**nAch**) it refers to the ability of a person to have an intrinsic drive to achieve success and excellence, develop a competitive outlook, get the goals and try hard to achieve those goals.

Counselling

Counselling is a structured and professional process designed to offer guidance, support, and assistance to individuals or groups facing personal, emotional, or psychological challenges. At its core, counselling aims to help people explore their thoughts, emotions, and behaviours, leading to greater self-awareness, effective coping strategies, and positive life changes. It provides a **safe and supportive space** where individuals can freely express their concerns, fears, and feelings without judgment. A counsellor, trained in various therapeutic techniques, works to help clients understand their struggles, process their emotions, and develop strategies to navigate difficult situations. The foundation of counselling is built on key principles such as **empathy, active listening, a non-judgmental approach, and respect for the client's autonomy**, ensuring that individuals feel heard, valued, and empowered to make meaningful changes in their lives.

Statement of the Problem

Every child deserves the fundamental rights of **life, health, protection, and education**, and it is the responsibility of every society to safeguard the well-being of its future generations. However, millions of children around the world are deprived of proper healthcare, education, love, and care, leaving them vulnerable and disadvantaged. Children **thrive and develop best** in an environment where they feel safe, loved, and nurtured.

This study aims to support children who experience **parental rejection** by providing them with guidance and intervention. The researcher will use **eclectic counselling approaches** to help these children improve their **academic performance** and overall well-being. By addressing their emotional and psychological struggles, this study hopes to inspire policymakers, educators, and

communities to recognize the importance of having **school counsellors** in every school. These professionals can provide essential **support to all students**, especially those who feel rejected, ensuring they are integrated into mainstream society and empowered to lead **happy, fulfilling lives**. The core motive behind the present study is to identify and help the parentally rejected children to improve their self-concept, raise their need achievement, improve emotional adjustment and have a better academic achievement.

Objectives of the Study

1. To identify the Parentally-Rejected Children.
2. To help the Parentally-Rejected Children to raise their need achievement and its different dimensions with the help of counselling.

Hypotheses

1. There would be a significant improvement in the post-test factor wise need achievement scores of the experimental group.
2. There would be a significant improvement in the composite score on need achievement of experimental group.

Methodology

This study follows an experimental research design, specifically employing a true experimental approach using a pre-test/post-test design to ensure rigorous and systematic investigation.

Sample

The sample for this study was drawn from various Government High and Higher Secondary Schools in District Ganderbal, Jammu & Kashmir. A total of 80 male students were selected using the Parental Acceptance-Rejection Questionnaire (PARQ, Child Version-2004) developed by Rohner. These students were then evenly divided into two groups—an experimental group and a control group, with 40 participants in each.

Tools Used

The following tools were used to conduct the present study.

1. Parental Acceptance Rejection Questionnaire (PARQ Child Version Short Form) developed by the Rohner 2004.

2. Khan's Urdu Adaptation of B. N. Mukherjee's Incomplete Sentence Blank 1989.

Counselling Process

Counselling is a **personalized, one-on-one support process** that helps individuals grow, adjust, solve problems, and make informed decisions. In an **educational setting**, the primary goal of a **counselling program** is to assist students in understanding their challenges, recognizing their strengths and weaknesses, and gaining awareness about career opportunities and life's demands. Through this process, students develop **insight into their difficulties**, learn to navigate obstacles, and are guided toward finding meaningful solutions. Ultimately, counselling empowers students to make well-informed choices regarding their **education, career paths, personal growth, and social interactions**, enabling them to lead more fulfilling and purposeful lives.

In this study, the investigators employed an eclectic counselling approach. Eclectic counselling is a multi-theoretical, flexible and multifaceted approach of counselling that allows the counsellor to use the most potent and available methods of counselling which will be effective in addressing each individual client's needs and problems.

Counselling in Relation with Need Achievement

The parentally rejected children who were in experimental group had a low need achievement before the counselling intervention. All the participants were in crouched situation, feeling pessimistic, perceived their life as gloomy, and they had already accepted the failure and were totally downbeat. All the subject samples had low factor wise as well as composite scores of need achievement in the pre-test conducted by investigator. There is no doubt that every human has the desire to be successful in different fields of life, so were the parentally rejected children. But due to various reasons these children could not do it. The reasons were sometimes parental negligence, personal problems, school environment and peer group situations. The investigator went step-by-step to understand the motivational issues of the experimental group and provide all necessary help to these kids to develop and raise their desires, motivate them to achieve what they are capable of. The investigator helped the clients to build the conviction for the success. Although they had the hope of success but they had the offbeat feeling that they would never be successful in their life. They were involved in blame game, blaming parents, teachers, relatives, sometimes themselves, all these issues were hampering their growth. The investigator understands that lack of initiative and fear of failure was

the biggest obstacles in their progress. The investigator helped the clients to understand that failure is the part of the life. The clients in experimental group were assisted to take initiative and not to waste time, believe on their capabilities and leave the social phobia about failure and be optimistic about their future prospects. One of the client in experimental group was very bright but he was suffering from the imposter syndrome, although he had all the abilities to excel, and he had achieved success in different sports activities. The investigator provided every kind of help and support to this kid. He was setting high goals, but was feeling disappointed when he was unable to achieve those goals. The investigator helped him to break down his goals in different categories and work on them one-by-one which proved very helpful for him. The participants in the experimental group were boosted with the stories of some great personalities (**Nelson Mandela, Abraham Lincoln, Martin Luther King Jr. APJ Abdul Kalam, Kalpana Chawla, Thomas Elva Edison, Stevie Wonder & Stephen Hawking**) so that they can be inspired to do well in their life. The investigator helped them to do those kind of activities which they like the most and reward themselves when they achieve any kind of success no matter how small the achievement was.

Parentally rejected children had built an image full of self-doubts. They were in confusion what they want to be in their life. The investigator with the help of counselling helped these children to develop strong sense of self, strength to absorb the pain, face distress and conflicts of their life. The clients in the experimental group were assisted to build the strong high ego ideal, be resilient and master the art of coping strategies. The clients were also narrated the stories of great personalities to develop the high ego ideals. All the participants were communicated to understand and redefine their goals, change the ways and means and believe on their abilities and work hard and change their false ego ideal to real ego ideal.

Every individual in this world faces some failures or setbacks in life. These setbacks may be big or small. The small ones can be managed but the biggest setbacks sometimes prove very disastrous for the individual. There were some children in the experimental group who were feeling the serious rejection from their parents and it had taken a heavy toll of them how they think and behave in their day-to-day life. They were facing the hard time of their life, so, it was necessary for them to rethink and reconsider ways, goals and paths. All the parentally rejected children in the experimental group were helped through counselling to develop and improve the skills of perseverance. The clients were facilitated to face the difficult time, learn from failures and change their attitude. They were helped to take some kind of risk, and understand what steps they should take to keep going. They were helped how to build the support system with the help of parents, friends, relatives and from

significant others. They were assisted not to give up after some failure, they were encouraged to keep their goals in mind and keep moving forward. They were assisted to remember that all successful people were the perseverant. Perseverance would help them to build their confidence. They were assisted to understand the value of hard work, and work passionately to achieve their goals. The investigator helped these children to develop time management skills, celebrate the small wins and develop the self-discipline. The investigator encouraged the parents as well as the teachers to develop the sense of independence among these young children, help them to set small and realistic goals and if necessary provide them some kind of professional help and provide them calm and supportive environment.

The parentally rejected children were the victims of strong pessimism, they were of the opinion that there is nothing positive in their life or family. There was lack of hope, joy or happiness in their life. The investigator helped these children to change their outlook about themselves and about the environment around them. They were helped to boost their thinking and invigorate to develop an optimistic attitude. The clients in the experimental group were abetted to change their cognitive, affective and behavioural components of their attitude. With the help of the counselling they were encouraged to face their problems and try to solve these problems. The sample subjects were motivated with the help of the counselling to have a positive attitude which would help them to overcome different personal problems and they would develop an inner strength to move ahead despite all the difficulties. The clients were helped to restore their lost confidence and think how many good qualities they possess as an individual. They were helped to cultivate the ability to focus on those things which matters the most and maintain personal honesty, honour and integrity, have an optimistic approach about their future.

The parentally rejected children had developed a strong feeling that being rejected, lonely, depressed and suppressed was their fate. They had this belief that whatever was happening to them it was because of their destiny, they told the investigator that they had no control over it. This kind of approach was the biggest hurdle in their progress. Whenever any untoward incident had happened in their life they blame their parents, friends, relatives, teachers and sometimes their luck. If they had to solve any problem, they always wait for external source which was never there. The investigator with the help of counselling sample subjects of experimental to believe on their abilities, took some steps and solve your own problems as no external force would came to your help. No doubt, luck plays its part in the life of a person, but what is more important is the hard work, determination which would help you to control your own life and destiny. They were helped to believe on their own efforts and energy to complete a particular task and believe that luck matters

but hard work more precious than luck or fate. Following the conclusion of the counselling process, which spanned a duration of eight months, the investigator conducted a post-test. The collected data was then analyzed to formulate the study's results.

Results

Table 1 representing the significance of mean difference between (Pre and Post-Test) need achievement scores factor wise and composite of Experimental Group (N=40).

Dimension	Pre-Test		Post-Test	't' Value
Hope of Success	\bar{X}	1.65	2.08	2.66*
	σ	.62	.73	
High Ego Ideal	\bar{X}	1.58	2.00	2.97*
	σ	.54	.64	
Perseverance	\bar{X}	1.48	2.05	4.47*
	σ	.59	.63	
Realistic Attitude	\bar{X}	1.38	1.98	5.09*
	σ	.49	.64	
Internal Control of Fate	\bar{X}	1.70	1.95	2.03**
	σ	.64	.63	
Composite Score on Need Achievement	\bar{X}	7.80	10.05	8.90*
	σ	.99	1.48	

*Significant at 0.01 Level **Significant at 0.05 Level

Figure 1. Shows the pre-test-post-test mean comparison of the experimental group.

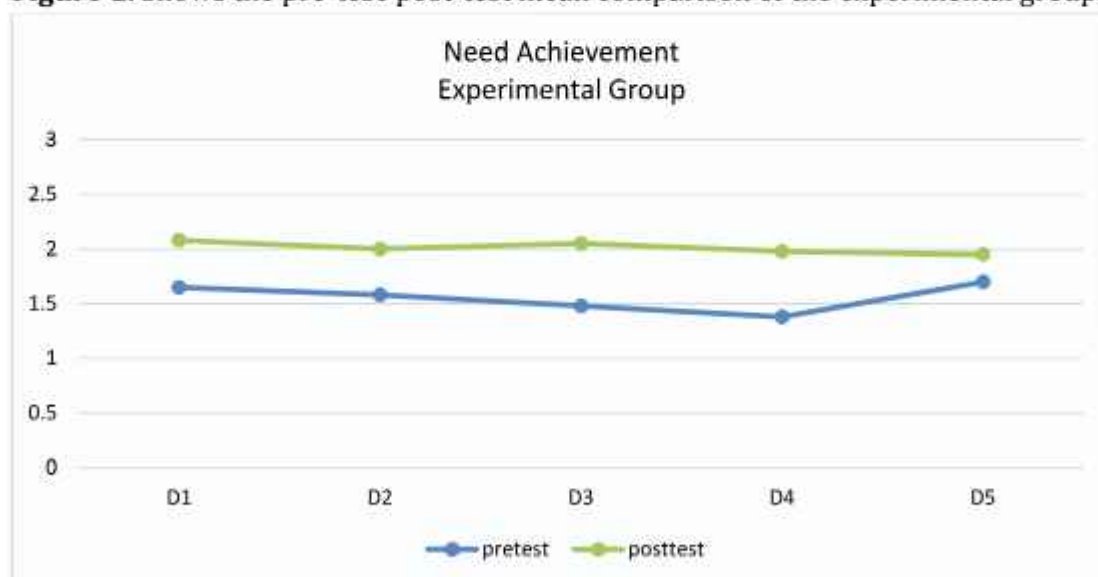


Table 2. representing the significance of mean difference between (Pre and Post-Test) need achievement scores factor wise and composite of Control Group with (N=40)

Dimension	Pre-Test		Post-Test	't' Value
Hope of Success	\bar{X}	1.75	1.58	1.41*
	σ	.63	.54	
High Ego Ideal	\bar{X}	1.70	1.53	1.36*
	σ	.64	.55	
Perseverance	\bar{X}	1.63	1.78	1.06*
	σ	.58	.69	
Realistic Attitude	\bar{X}	1.33	1.65	.18*
	σ	.54	.66	
Internal Control of Fate	\bar{X}	1.60	1.53	.57*
	σ	.59	.59	
Composite Score on Need Achievement	\bar{X}	8.00	7.80	.96*
	σ	1.24	.99	

***Not Significant**

Figure 2. Showing the pre-test-post-test mean comparison of need achievement of control group.

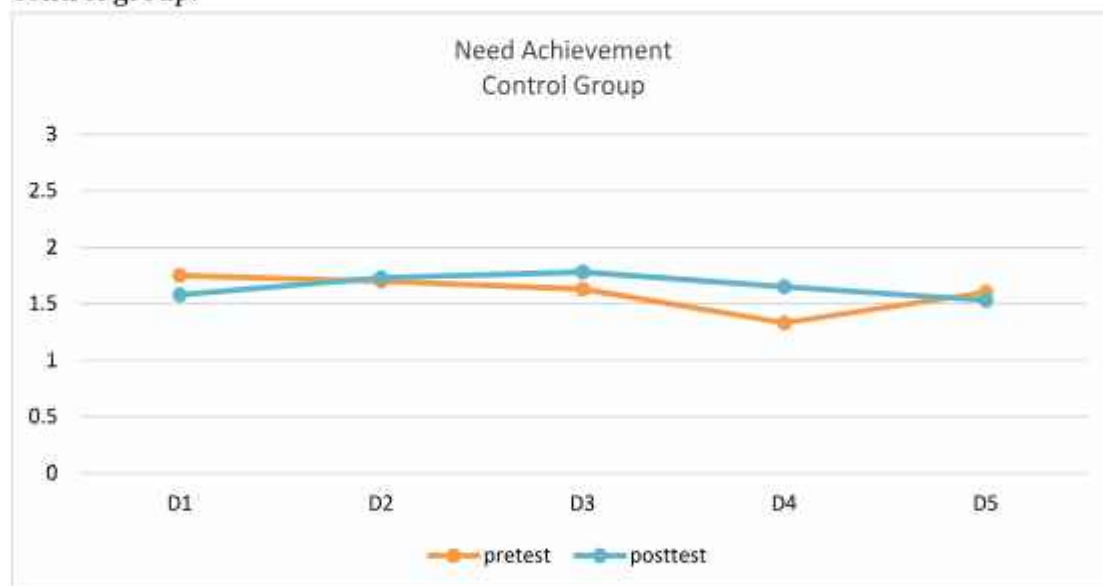
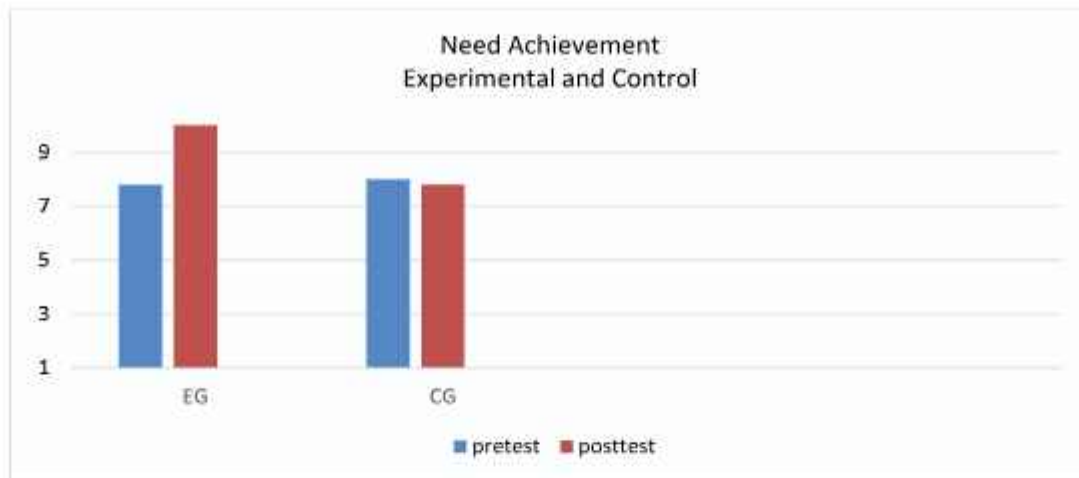


Figure 3. Depicting the Mean comparison of Pre and Post-Test of Experimental and Control group on Need Achievement.



Discussion

The analysis of Table 1 highlights a significant difference in mean scores between the pre-test and post-test need achievement scores across various factors and composite scores within the experimental group. The mean pre-test score for Factor 1, "Hope of Success," was 1.65, which increased to 2.08 in the post-test, with a calculated t-value of 2.66, significant at the 0.01 level. A lower pre-test score indicated that participants had diminished expectations of success. However, the post-test results suggest that after counselling, these children developed optimism about their future, a belief in success, and an improved sense of self-reward and inspiration.

Regarding Factor 2, "High Ego Ideal," the pre-test mean score was 1.58, which increased to 2.00 post-intervention, with a t-value of 2.97, also significant at the 0.01 level. The lower pre-test score suggested that these children had low aspirations, lacked self-confidence, and exhibited minimal competitiveness. However, counselling played a crucial role in fostering high aspirations, strengthening self-confidence, instilling a commitment to hard work, and developing a sense of competition and self-respect.

Similarly, in Factor 3, "Perseverance," the mean pre-test score was 1.48, which rose to 2.05 in the post-test, with a t-value of 4.47, significant at the 0.01 level. The low pre-test score indicated a lack of perseverance among the participants. Through counselling, they developed persistence, diligence, and an ability to tackle challenging tasks. They also gained an understanding of key perseverance attributes—purpose, passion, and positivity—and were introduced to the Theory of Constraints, which helped them recognize constraints and the four core beliefs of

the theory: inherent simplicity, harmony, goodness, and potential.

For Factor 4, "Realistic Attitude," the pre-test mean score was 1.38, increasing to 1.98 post-test, with a t-value of 5.09, significant at the 0.01 level. Prior to counselling, the participants displayed pessimistic attitudes, hesitated to take initiative, and struggled with goal-setting due to irrational thoughts. Post-counselling, they developed a more realistic outlook, improved their planning and goal-setting abilities, and built confidence in taking risks.

In Factor 5, "Internal Control of Fate," the pre-test mean score was 1.70, which increased slightly to 1.90 post-test, with a t-value of 2.03, significant at the 0.05 level. The lower pre-test scores suggested that participants lacked self-belief and control over their own lives. Counselling helped them develop a sense of determinism, self-reliance, and belief in their ability to shape their destinies.

The composite need achievement scores showed a pre-test mean of 7.80, which significantly increased to 10.05 in the post-test, with a t-value of 8.90, significant at the 0.01 level. The counselling intervention effectively enhanced all dimensions of need achievement within the experimental group. This leads to the conclusion that significant improvements occurred in the need achievement of the experimental group. Counselling not only heightened intrinsic and extrinsic motivation but also maximized potential for positive change. Consequently, Hypothesis 1(a), which stated that "there would be a significant improvement in the post-test factor-wise scores on need achievement of the experimental group," is accepted. Likewise, Hypothesis 1(b), which stated that "there would be a significant improvement in the post-test composite need achievement scores of the experimental group," is also accepted.

Conversely, the analysis of Table 2 indicates no significant differences between pre-test and post-test scores within the control group. The mean pre-test score for "Hope of Success" was 1.75, slightly higher than the post-test score of 1.58, with a t-value of 1.41, which was not significant. Similarly, for "High Ego Ideal," the pre-test mean score was 1.70, slightly decreasing to 1.53 post-test, with a non-significant t-value of 1.36. In "Perseverance," the pre-test mean score was 1.63, marginally increasing to 1.78 post-test, with a t-value of 1.06, showing no significant improvement.

For "Realistic Attitude," the pre-test mean score was 1.33, increasing slightly to 1.65 post-test, with a t-value of 0.18, which was not significant. Similarly, for "Internal Control of Fate," the pre-test mean score was 1.60, with a negligible change to 1.53 post-test, yielding a t-value of 0.57, again indicating no significant improvement. The composite need achievement scores in the control group showed a slight decline from 8.00 pre-test to 7.80 post-test, with a t-value of 0.96, which was not significant.

These findings confirm that no meaningful improvements occurred in the control group, as no counselling intervention was provided.

The findings illustrated in Tables 1 and 2, along with Figures 1, 2, and 3, align with previous studies conducted by Aziz (2022), Dilag (2022), Wiyono et al. (2022), Dharsana & Paramartha (2021), Murad (2021), Setiona et al. (2019), Monazah & Pirkhaeji (2017), Thaer & Thaer (2016), Saadat et al. (2011), Parveen & Khan (2011), and Abosi (2006). Aziz (2022) investigated the effectiveness of reality therapy in combination with group counselling and found it highly effective in improving students' motivation for academic well-being. Similarly, Dilag (2022) emphasized the crucial role of counselling in enhancing students' learning motivation.

Wiyono et al. (2022) demonstrated a positive correlation between the quality of counselling services and their effectiveness, concluding that counselling enhances achievement motivation among high school students. Dharsana & Paramartha (2021) explored the impact of behavioural counselling combined with modelling, finding significant improvements in students' self-achievement. Murad (2021) examined the effects of a cognitive-behavioural therapy (CBT) program in reducing psychological stress and improving achievement motivation among university students, concluding that CBT not only alleviated stress but also enhanced achievement motivation.

Setiona et al. (2019) studied the implementation of solution-focused counselling (SFC) and found it highly effective in improving students' motivation. Monazah & Pirkhaeji (2017) investigated the influence of a creativity therapy model on student motivation and academic performance, revealing a significant positive impact. Thaer & Thaer (2016) assessed the ARCS Motivational Model's effect on achievement motivation and academic success, demonstrating its efficacy.

Saadat et al. (2011) examined systematic motivational counselling and found it beneficial in enhancing academic achievement motivation. Parveen & Khan (2011) explored the role of counselling in improving the need achievement of underachievers and observed positive outcomes. Lastly, Abosi (2006) evaluated the effectiveness of rational emotive therapy on achievement motivation, confirming its success in fostering motivation among students.

These findings collectively reinforce the effectiveness of counselling interventions in enhancing students' need achievement and motivation, particularly among parentally rejected children. The results underscore the necessity of structured counselling programs in fostering optimism, perseverance, self-confidence, and intrinsic motivation, ultimately contributing to better academic and personal outcomes.

Implications

This study was designed to support **parentally rejected children** by helping them enhance their **need achievement** and its various dimensions. To achieve this, an **eclectic counselling approach** was implemented, which proved to be highly effective. The **post-test results** of the experimental group clearly demonstrated a significant improvement in the children's **need achievement**, highlighting the positive impact of counselling.

The findings confirm that **eclectic counselling** can play a crucial role in helping parentally rejected children understand their struggles and explore effective solutions, particularly in boosting their **need achievement**. More broadly, counselling can contribute to the **overall growth and well-being** of these children. This study also provides valuable insights for **parents, counsellors, administrators, teachers, school and policymakers**, encouraging them to acknowledge the **challenges of parental rejection** and develop strategies to support affected children. By fostering a deeper understanding of their **needs, aspirations, and emotional struggles**, parents can learn to provide the care and support their children require, ultimately leading to greater personal and academic success. Through targeted counselling interventions, these children can be empowered to overcome difficulties and grow into **confident, well-adjusted members of society**.

Conclusion

This research aimed to assess the impact of counselling on the need achievement of children experiencing parental rejection. As a key intervention for the experimental group, counselling significantly contributed to enhancing their need achievement. It proved instrumental in fostering essential components such as hope for success, ego ideal, perseverance, realistic attitude, and internal control of fate. Additionally, counselling empowered these children by instilling the importance of education, equipping them with stress management strategies, and motivating them to strive for excellence in their lives.

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