



Need Achievement of Parentally Accepted and Rejected Children- A Socio-Psychological Study

KEYWORDS

Need Achievement; Parentally Accepted Children; and Rejected Children.

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ABSTRACT

The study was undertaken to study need achievement of parentally accepted and rejected children. Rohner's Parental Acceptance-rejection Questionnaire (PARQ) Child Form- (1978) was used to identify the parentally accepted and rejected children and after administering this questionnaire the sample was selected which comprised of parentally accepted children (N=204) and parentally rejected children (N=204) belonging to Kashmir Valley. Mukherji's Incomplete Sentence Blank (1968) a need achievement test was employed to collect the data. The data was analysed by using Mean, S.D and t-test. The results of the study reveal that parentally accepted children have high need achievement in comparison to parentally rejected children. They possess 'Hope of success', 'high ego ideal', 'perseverance', 'realistic attitude', and internal control of fate while as parentally rejected children possess 'fear of failure', 'Low ego ideal', low level of perseverance', 'unrealistic attitude', and 'external control of fate'.

Introduction

Parental acceptance and rejection are said in PAR theory to form the warmth dimension of parenting. This is a dimension or continuum on which all humans can be placed because everyone has experienced in childhood more or less love at the hands of major caregivers (Rohner, et al. 2005). One end of the continuum is marked by parental acceptances, which refers to the warmth, affection, care, comfort, concern, nurturance, support or simply love that children can experience from their parents and other caregivers. The other end of the continuum is marked by parental rejection, which refers to the absence of or significant withdrawal of these feelings and behaviours, and by the presence of a variety of physically and psychologically hurtful behaviours and affects.

A variety of personality-related studies have investigated relationships between acceptance-rejection and self-esteem (Salama, 1991; Abou-el-Kheir, 1998), self-assertiveness (Elyan, 1992), personality traits/dispositions (Mohammed, 1996; Askar, 1996; El-Sayed, 2000; Mansour, 2000; Al-Baghadady, 2001), loneliness (Mekhemer, 2003), feelings of shame (Faied, 2005), self-esteem and self-concept (Salama, 1991; Ali, 1997; Abou-el-Kheir, 1998; Bader, 2001), overall psychological adjustment (Abdel-Wahab, 1999; El-Shamy, 2004 positive emotions of female kindergartners' teachers (Ibrahim, et al. 2006). Results of these studies have shown significant correlations between perceived parental acceptance and positive personality traits.

Accepted children appear friendly, creative and lacking in hostility. Rejection may lead to shyness and social withdrawal. Children enjoying warmth at home get well adjusted and those with rejection feelings at home feel miserable in all situations of adjustment. A child who is rejected and reared without affection faces a hard struggle, has more delinquent problems as compared to accepted child. *Parental acceptance-rejection has been found related with the different dimensions of personality of the individual, so possibly it may also influence the need achievement of child hence merits an exploration.*

Objectives

1. To identify the parentally accepted and rejected children.
2. To study need achievement of parentally accepted and rejected children.

Hypotheses

1. There is significant difference between parentally accept-

ed and rejected children on need achievement (Composite Score).

2. There is significant difference between parentally accepted and rejected children on need achievement (Factor Wise).

Operational definitions of variables

Parentally accepted and rejected children

Parentally accepted children refers to those subjects who scored 25th percentile and below on Rohner's Parental Acceptance Rejection Questionnaire (PARQ). Parentally rejected children refers to those subjects who scored above 75th percentile on the Rohner's Parental Acceptance Rejection Questionnaire.

Need Achievement

Need achievement in the present study refers to scores obtained by sample subjects on the Mukherji's Incomplete Sentence Bank (1968).

Methodology and procedure

Initial Sample

There are ten (10) districts in Kashmir valley of Jammu & Kashmir. Out of these districts three (03) districts namely Srinagar, Baramulla and Kupwara were randomly selected for selection of initial sample. There are 08, 18 and 13 educational zones in district Srinagar, Baramulla and Kupwara respectively. Out of these educational zones one from each district namely Gulab Bagh zone of Srinagar, Pattan zone of Baramulla and Sogam zone of Kupwara were selected randomly for collection of data. The initial sample of the present study comprised of 828 8th class children of (age range: 13-14 years).

Final Sample

Rohner's Parental Acceptance Rejection Questionnaire (PARQ) Child Form (1978) was administered to all the 828 sample subjects in different sittings after building a rapport with the subjects and the concerned teachers and headmasters of respective schools. The subjects who scored equal to 25th percentile and below on Parental Acceptance Rejection Questionnaire (PARQ) were termed as parentally accepted children and the subjects who scored above 75th on Parental Acceptance Rejection Questionnaire (PARQ) were termed as parentally rejected children. The same technique of extreme scores has been adopted by Rohner (1978), Kithara (1987), Kanth (1994) and Puju (1997), Ali (1997), Bader (2001), Faied (2005), Ibrahim, et al. (2006), & Lila, et al. (2007) Six (06) students were screened out from the final sample of the study

as they were continuously absent from the school. Therefore, the final sample comprised of the 204 parentally accepted children and 204 parentally rejected children.

Tools used

1. Parental Acceptance-Rejection Questionnaire (PARQ) Child Form by Rohner (1978) for the identification of parentally accepted and rejected children was used.
2. For measurement of Need Achievement of parentally accepted and rejected children: Mukherji's Incomplete Sentence Blank (1968) was used.

Analysis of data

Tests were administered as per the instructions provided in the test manuals. The collected data were analysed by employing Mean, S.D and t-test. The analysis of the data is given in table 01 & 02 and fig. 01 and 02.

Table 01: Significance of the mean difference between Parentally Accepted and Rejected Children (N=204 on each) on composite score of Need Achievement.

Factor	Groups	Mean	S.D	't'-value
Total Need Achievement	Parentally Accepted Children	34.3	7.62	41.19**
	Parentally Rejected Children	10.41	3.46	

**Significant at 0.01 level

Fig. 01: Comparison between Parentally Accepted and Rejected Children (N=204 on each) on composite score of Need Achievement.

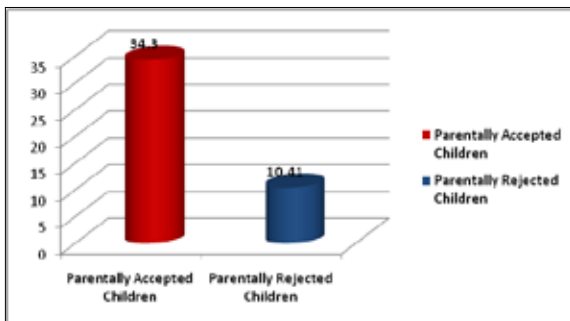
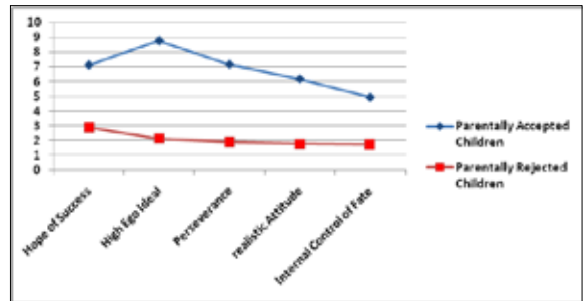


Table 02: Significance of the mean difference between Parentally Accepted Children (PAC) N=204 and Parentally Rejected Children (PRC) N=204 on Need Achievement (Factor wise).

Factors	Groups	Mean	S.D	't'-value
Hope of success (A)	PAC	7.16	1.93	26.56**
	PRC	2.91	1.12	
High ego ideal (B)	PAC	8.8	3.03	28.96**
	PRC	2.14	1.02	
Perseverance (C)	PAC	7.2	2.24	35.33**
	PRC	1.9	0.88	
Realistic attitude (D)	PAC	6.21	2.5	24.78**
	PRC	1.75	0.82	
Internal control of fate (E)	PAC	4.97	2.03	21.67**
	PRC	1.72	0.84	

**Significant at 0.01 level

Fig. 02: Comparison between Parentally Accepted and Rejected Children (N=204 on each) on Need Achievement (Factor wise).



Interpretation & Discussion

Comparison between parentally accepted and rejected children (N=204 on each) on composite score of Need

Achievement

The perusal of table 01 makes it clear, that parentally accepted and rejected children differ significantly on composite score of need achievement. Parentally accepted children have the mean score of 34.3 while as parentally rejected children have the mean score of 10.41. The obtained 't'-value (41.9) is higher than the table value (2.59) and is significant at 0.01 level. The mean difference favours the group of parentally accepted children indicating thereby that they are high on need achievement as compared to group of parentally rejected children. The children who experience the love, affection, care, encouragement etc. from their parents come forward with high level of need achievement and have great hope of success. They follow great ideals and act in a situation by following reality principle. The acceptance from parents possibly builds confidence among them and they aspire more and more and struggle for achieving very high. The children who instead of love, affection, care etc. experience hatred, aggression, hostile attitude etc. (rejection) from their parents could not work with zeal and zest. They experience fear of failure, low level of self confidence. They start doing things without thinking about their pros and cons.

The results of the table 01 on composite score of need achievement have been presented in the fig. 01 which substantiated results.

Comparison between parentally accepted and rejected children (N=204 on each) on Need Achievement (factor wise)

It is evident from the table 02 that parentally accepted and rejected children differ significantly on factor 'A' (Hope of Success) of need achievement. The 't'-value is significant at 0.01 level. The mean score of parentally accepted children is 7.16 and mean score of parentally rejected children is 2.91 which implies that parentally accepted children are higher on factor 'A' (Hope of Success) of need achievement than parentally rejected group. The results support the contention that parental behaviour or attitude influences the child by making him/her optimistic or pessimistic. The parentally accepted children develop great hope of success as a result are optimistic and excel in their lives, while as parentally rejected children develop fear of failure and they fail to realize their potential.

The table 02 depicts that the mean of parentally accepted children (8.8) is higher than the mean of parentally rejected children (2.14) on factor 'B' (High Ego Ideal) of need achievement. The 't'-value obtained is 28.96 which is significant at 0.01 level. So, it is evident that parentally accepted and rejected children differ significantly on the factor 'B' (High Ego Ideal) of need achievement. The parentally accepted children are high on this dimension. They understand their capabilities and decide their plans for the future. Encouragement

from the parents creates sense of striving among these children to achieve a high position or status in the society which develops competitive spirit among them. They redefine their goals in accordance with their interests and abilities. In contrary to this parentally rejected children are pessimistic. They don't believe on themselves as well as on others. They lack the competitive spirit and escape from the responsibilities. They don't identify the targets and plans which they have to achieve. The rejection from parents possibly creates great hurdles at the different stages of their life. They hardly identify themselves with any successful authority that would have become inspiration for them to work.

Parentally accepted and rejected children differ significantly on factor 'C' (Perseverance) of need achievement. The 't'-value computed is 35.33 which is significant at 0.01 level. The results confirm that parentally accepted children show persistence prefer difficult and challenging tasks, have a sense of dedication to work, and works with enthusiasm and passion. The results also confirm that parentally rejected children possess low level of persistence. They hardly bother about the assigned work to complete. They remain confused and avoid the assignments. They act like a coward person.

On factor 'D' (Realistic Attitude) of need achievement, the mean score of parentally accepted children (6.21) is higher than the mean of parentally rejected children (1.75) with 't'-value computed (24.78) which is significant at 0.01 level. Parentally accepted children are possessing higher realistic attitude. They take moderate risks which are fruitful and without any harm, plan in advance and are able to get success in their life. They are able to solve their own problems and proceeding forward to understand the association between themselves and with the environment. Due to proper parental behaviour they identify their weaknesses, accept and remove these and march towards proper destiny. On the other hand parentally rejected children exercise unrealistic attitude. They take high or low risk without thinking about the pros and cons. They hardly or never accept their weaknesses. They remain in conflict with themselves and with the environment. The results discussed above make it clear that parentally accepted children have higher realistic attitude while as parentally rejected children have unrealistic attitude.

The table 02 depicts that the mean of parentally accepted children (4.97) and mean of parentally rejected children (1.72) on factor 'E' (Internal Control of Fate) of need achievement. The 't'-value (21.67) is significant at 0.01 level. The results reveal that the parentally accepted children take decisions at their own with a little guidance from parents or others. They rely on themselves and exercise their will power in taking decisions about their life. They possess strong determination, and they are self controlled, noble, resourceful, expressive, reasonable and enthusiastic. While as parentally rejected children believe in some unknown force to come and help them to solve their problems. They have weak determination and always act by waiting for suggestions from others or try to copy others in case of taking decisions. Parentally accepted children possess internal control of fate while as parentally rejected children possess external control of fate.

The results of the table 02 pertaining to comparison between parentally accepted and rejected children on need achievement (factor wise) have been substantiated in fig. 02.

From the above discussion it is clear that parentally accepted and rejected children differ significantly from each other on need achievement both on composite score and factor wise. Parentally accepted children possess high level of total need achievement. They have hope of success, high ego ideal, high level of perseverance, realistic attitude and internal control of fate while as reverse is true about parentally rejected children. The results interpreted and discussed above are in line with: (Garg, 1983), Harmeet (1984), Anshu (1988), Feldman & Wentzel (1990), Kim & Chung (2012) and Boothey, et

al. (2012).

Moderate parental disciplinary practice significantly promoted a need for achievement, a need for affiliation and a need for change (Garg, 1983). Parental behaviour shown in terms of mothers love, affection, father's permissiveness and love were related to need achievement and rejection was negatively related to need achievement (Harmeet, 1984). Anshu (1988) while finding out the effects of home climate states that home climate is highly responsible for one's realistic aspiration and the children who have conducive home climate are higher on the realistic aspiration. Feldman & Wentzel (1990) found that parents who were perceived as being more acceptant and using less hostile psychological control tended to have children with higher achievement motive.

Multi-sample path analyses indicated that both Korean boys' and girls' family orientation mediated between their perceptions of parent variables and their own achievement motivations (Kim & Chung, 2012). Boothey, et al. (2012) found that children outside of family care face increased risk of threats to their well-being have lower educational achievement in comparison to children who receive family care. Therefore, the hypotheses no. 01 and 02 which read as:

- (01) "there is significant difference between parentally accepted and rejected children on need achievement (composite score)" and
- (02) "there is significant difference between parentally accepted and rejected children on need achievement (factor wise)" are accepted.

Inferential suggestions

1. Parents should be sensitized by counselors about the ill effects of parental rejection so that they may change their attitudes towards their children which will in turn result into better need achievement.
2. Parents need to be concerned about the needs of their children in all respects. They should provide love, affection, warmth to their wards so that child may feel more secure which will in turn make them to aspire more.
3. Teachers should arrange parental meetings in the school and awaken the parents who reject their children about the negative effects of parental rejection. On the other hand the parents who provide permissive environment to their children at home should be encouraged to continue the same as it results into better need achievement.
4. There should be provision for training of the teachers to understand the educational needs of the parentally rejected children.
5. Both parentally accepted and rejected children should be guided by teachers and counsellors in setting up of their priorities.
6. Administrators and planners should be sensitized for helping institutions by providing the guidance and coun-

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