



Relationship Between Perceived parental Acceptance - Rejection and Emotional Maturity

KEYWORDS

Emotional Maturity, Parental Acceptance and Rejection.

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ABSTRACT

Parents play a very important role in the development of children personality. They play role as a chief architects in shaping the personality of children.

The purpose of the present study was to examine the impact of perceived parental acceptance and rejection on level of Emotional Maturity of college students. It was hypothesized that students who perceived parental acceptance will be more emotionally mature than their counterpart who perceived parental rejection. The sample of the study comprised 100 college students (50 who perceived parental acceptance and 50 who perceived parental rejection) selected from various colleges of Ranchi town on basis of PARQ score. Students who scored less than 90 on PARQ considered parentally accepted and who score more than 150 on PARQ considered parentally rejected students. To collect the required data for the present study EMS (Emotional Maturity Scale) developed by Singh and Bhargava (1990) was administered on all subjects. The obtained data were analyzed with the help of Mean, SD and 't' test. Result shows that parentally accepted students have high level of Emotional Maturity in comparison to the parentally rejected students. On the basis of obtained result it was also concluded that Emotional Maturity is affected by parental behaviour.

Parents play a very important role in the development of children personality. They play role as a chief architects in shaping the personality of children. The quality of relationship with parents is key factor for the wholesome development of an individual. Secure bonds between parents and their children allow them the freedom to grow, explore and gain experience. Parents may be warm and loving or hostile and rejecting. Each pattern of parental behavior affects the personality development of children.

Parental acceptance may include the warmth, affection, care, comfort, concern, nurturance, support, or simply love that can feel and express toward their children by parents. Acceptance has two principle behavioral expressions: physical and verbal. Physical expressions of acceptance include hugging, fondling, kissing, smiling, and other such indications of endearment, approval, or support. Expressions of verbal acceptance include praising, complimenting, saying nice etc. Acceptance is also characterized by the absence or minimal presence of rejection.

Emotional Maturity is a single effective determinant to shaping the personality, attitudes and behaviour of the adolescents into accepting responsibility, making decisions, teaming with groups, developing healthy relationships and enhancing self worth. Emotional stability is one of the seven important indicators of mental health.

Parental love is essential to the healthy social and emotional development of children. Parental acceptance-rejection theory (PAR Theory) described that Children everywhere need a specific form of positive response acceptance from parents and other primary caregivers. When this need is not met satisfactorily, children worldwide regardless of variations in culture, gender, age, ethnicity, or other such defining conditions tend to report themselves to be hostile and aggressive, dependent or defensively independent, impaired in self-esteem and self-adequacy, emotionally unresponsive, emotionally unstable, and to have a negative worldview, among other responses.

Parental acceptance and rejection plays a vital role in the

development of personality, specifically that rejection in childhood leads to Emotional immaturity, psychosocial maladjustment, academic problem in success and competence of adolescents. There are various studies attempted to investigate these, which is as follows:

According to the Rohner's study, parental hostility was significantly related to certain personality dispositions including hostility, negative self esteem and self adequacy, emotional instability, negative world view and dependency.

Campo et al (1992) examined the relationship between perceived parental acceptance-rejection, psychological adjustment, and substance abuse. A volunteer sample of 40 young adult substance abusers was compared to a comparable volunteer sample of 40 non-abusers with respect to individuals' perceptions of paternal and parental acceptance-rejection and psychological adjustment. Results of the research show that: (a) Both perceived paternal and parental rejection in childhood tend to be significantly higher among substance abusers than among non-abusers, and; (b) substance abusers are more impaired in their current psychological adjustment than are non-abusers. These two classes of predictor variables yield a correlation of .77 with group membership (i.e., abusers vs. non-abusers), and the three predictor variables successfully discriminate substance abusers from non-abusers.

Chowdhary et al. (1997) performed a study on "Parental involvement and academic achievement of the peer accepted and peer rejected children". A total of 30 children of grade 4th, 5th and 6th belonging to peer accepted and peer rejected group (out of total 136) were selected as samples through socio-metric nomination measures. The result indicated the existence of lower parental involvement among peer rejected children. Academic achievements of peer rejected children were found to be less than peer accepted children, due to lower parental involvement. The result of the study set the stage and established an important ground work for subsequent study that could examine the process by which parental involvement may have influence in the academic achievement of accepted

and rejected children.

Lila et al. (2007) analyzed the relationship between perceived paternal and parental acceptance and children's adjustment. The sample consisted of 234 children and 234 parental figures (parents or primary female caregiver, and father or primary male caregiver) living in two parent nuclear families in Colombia. The children's age range was 7 to 13 ($M = 9.7$). Children completed the Parental Acceptance-Rejection Questionnaire (Child PARQ parents and father versions; Rohner, 1990), and the Personality Assessment Questionnaire (PAQ; Rohner, 1990). Parents completed the Child Behavior Checklist (CBCL; Achenbach & Edelbrock, 1983). The analyses revealed that perceived paternal and parental acceptance were both related to self-reported children's psychological adjustment. Perceived acceptance from parents, but not from fathers, was directly related to children's behavioral problems as reported by parents. Results suggested that the effect of perceived paternal acceptance on children's behavioral problems is indirect, and that parental acceptance mediates the effects of paternal acceptance.

OBJECTIVES

Objective of the study was to examine the impact of perceived parental acceptance and rejection on the level of emotional maturity of college students.

HYPOTHESES:-

It was hypothesized that parentally accepted students will be more emotionally mature than parentally rejected students.

SAMPLE:-

For this study a sample of 100(50 who perceived parental acceptance and 50 who perceived parental rejection) college students of BA part I were identified from different colleges of Ranchi on the basis of PARQ. Students who scored less than 90 on PARQ considered parentally accepted and who scored more than 150 considered parentally rejected. All the students were Hindu and belong to urban residential area and middle socio-economic status. The age range of respondents was from 17 to 19 years.

TOOLS:-

Hindi adaptation of Rohner's Parental Acceptance-Rejection questionnaire (PARQ) Adult version:- Hindi adaptation of Rohner's Parental Acceptance-Rejection questionnaire (PARQ) by Prakash and Bhargava was used for identifying 50 parentally accepted and 50 parentally rejected college students. The PARQ is a self-report instrument designed to measure individual's perceptions of parental acceptance and rejection. PARQ consist of four (4) scales.

- perceived parental warmth\ affection
- perceived parental aggression
- perceived parental neglect\ indifference and
- Perceived parental rejection.

These four scales consist total 60 items.

Emotional Maturity Scale (EMS) : – EMS is a self reporting scale developed by Singh and Bhargava (1990). This scale has a total of 48 items, measures 5 areas of emotional maturity that are emotional instability, emotional regression, social maladjustment, personality disintegration and lack of confidence. Items of the scale are in question from demanding information for each in either the 5 option, these are very much, much, undecided, probably and never. Pos-

itive items will be scored as 5,4,3,2,1 and negative items scored as 1,2,3,4,5. Higher the score on the scale greater the degree of the emotional immaturity. The reliability of the scale is .75 and validity .64.

PROCEDURE:-

At first 50 parentally accepted and 50 parentally rejected college students were identified on the basis of PARQ from the various college of Ranchi town. After that EMS (Emotional Maturity scale) were administered on the selected sample with proper instruction. The obtained responses were served with the help of standard procedure given in the manual.

RESULTS AND DISCUSSION:-

Result table

DIMENSION	GROUP	N	MEAN	SD	t ratio	df	Significance level
Emotional instability	Parentally accepted	50	24.3	7.79	2.94	98	0.01
	Parentally rejected	50	29.2	7.874			
Emotional regression	Parentally accepted	50	25	8.602	2.66	98	0.01
	Parentally rejected	50	29.2	6.315			
Social maladjustment	Parentally accepted	50	25.1	7.803	1.70	98	Not significant
	Parentally rejected	50	27.5	6.97			
Personality disintegration	Parentally accepted	50	23.6	7.15	1.24	98	Not significant
	Parentally rejected	50	26.3	6.63			
Lack of confidence	Parentally accepted	50	21.5	6.34	1.73	98	Not significant
	Parentally rejected	50	23.5	5.22			
Total	Parentally accepted	50	120.8	32.86	2.29	98	0.05
	Parentally rejected	50	135.4	26.10			

Discussion

Going through the data in result table it is clear that parentally rejected college students had got high scores on emotional maturity scale in the entire five dimensions (emotional instability, emotional regression, social maladjustment, personality disintegration and lack of confidence) in comparison to parentally accepted college students. The mean score of parentally rejected students was 29.2 on dimension A and B, 27.5 on C dimension, 26.3 on D dimension and 23.5 on E dimension. On the other hand the mean score of parentally accepted students was 24.3 on A dimension, 25.0 on B dimension, 25.1 on C dimension, 23.6 on D dimension and 21.5 on E dimension. The obtain difference between the mean score of parentally rejected and parentally accepted students was significant at 0.01 level on dimension A & B but not significant on dimension C, D & E. The mean difference between total score of parentally rejected and parentally accepted students was significant at 0.05 levels. It means parentally accepted students had more emotional maturity than parentally rejected students. Hence the hypothesis was accepted. Results suggested that the effect of perceived parental acceptance on children's emotional maturity is direct.

This finding supports the previous findings. Munaf et al. (2010) found that childhood parental rejection has significant positive correlation with depressive state in adulthood and parental emotional warmth during childhood has significant negative correlation with depressive symptoms in

adulthood. Khalique & Rohner (2002) found in his study that perceived parental rejection is positively correlated with degree of maladjustment and parental acceptance is negatively correlated with maladjustment.

Conclusion

Based on the analysis of the data it is clear that the parentally accepted college students have more Emotional Maturity than their counterpart parentally rejected students. It means development of emotional maturity is directly affected by relationship between parents and their children. It is also clear that parental love is essential to the healthy social and emotional development of children.

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