

**UPPER PRIMARY SCHOOL STUDENTS’
PARENTAL ACCEPTANCE-REJECTION IN
GANDHINAGAR CITY**

A Dissertation submitted to

Department of PG & PG Diploma Programme for the

Partial fulfilment of requirements for the Degree of

Master of Arts in Education



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May – 2023

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ACKNOWLEDGEMENT

I acknowledge with profound thanks, Dr. Harshad Patel, The honourable Vice Chancellor, Children's University, Gandhinagar for providing all the necessary facilities required for the dissertation.

I express my deep sense of gratitude and heartfelt thanks to my guide Ms. PAYAL M. ROT, Assistant Professor, Children's University Gandhinagar, whose spirit and passion for education ideas to deal with the research problems and involvement with her originality have exceptionally inspired me and enriched my growth as a student. For her valuable guidance, untiring encouragement, suggestions, analysis and profitable discussions at every stage of this research work.

I would also like to acknowledge the support given by the principal and teachers of primary schools of Gandhinagar city and for their kind support, without whose support I couldn't have completed this study.

I express my warm gratitude and sincere thanks to Dr. Ranjit Sinh Pawar, Dr. Ashvin Nisarta and Dr. Sanjay Gupta for their encouragement, insightful comments, spending their valuable time, sharing knowledge, guidance and hard questions.

Besides my guide and all dissertation's team, I would like to thank rest of my all faculties: Dr. Jignesh Patel, Dr. Nilesh Pandya, Dr. Krunal Panchal, Dr. Rupam Upadhyay and Dr. Minalba Jadeja for sharing their knowledge, encouragement, all discussions and valuable advice.

I express my warm gratitude to my daughters Ananya and Mann and my family for their kind support and timely help during thesis preparation.

I express my thanks to all those who directly or indirectly became helpful in my research work.

I express my deep sense of thanks and warm gratitude to my loving parents and my brother.

- Sadhana

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CHAPTER-1

**STATEMENT OF THE RESEARCH
PROBLEM**

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1.0 INTRODUCTION

The bond between the parents and the child is very important for the holistic development of a child. For every child, their parents are the real guide of their life. Parents lay the foundation of their personality, behaviour, values, choices and overall development. Now, the family system is something different than it was in the ancient time. Now, both parents work equally and distribute their responsibilities among them.

Right from the mother's womb, the child is naturally attached to its mother physically, mentally and emotionally. The parent-child relationship nurtures the physical, emotional and social development of the child. The child's mind is very delicate and if the parents behave too strictly, ignore their choices, do not spend quality time and do not interact regularly then the children start feeling rejected.

Parent's child relationship plays a very crucial role in the interpersonal development of the child. In Hinduism, parents are the only medium to give material body, every child is a unique soul who is born with their own 'Samskara'. Children are influenced by their parents. Parents and children are different individuals and to understand both perceptions, it is important to understand differences as well. The feeling of acceptance is a powerful motivator for interpersonal behavior, personality development and psychological wellness whereas rejection affects negatively the stages of child development which can lead to anti-social behavior and maladjustment in them.

In childhood, emotions are easily triggered as it is a very sensitive period where children's expectations can easily hurt. It was observed that in the past, Indian societies practised an authoritarian parenting style but now parents become open-minded, still, it can be seen few scenarios. In the current scenario, both parents are working employees. The family become a nuclear family where children stay at home without elder supervision. In this scenario, exchanging and sharing thoughts, emotions, and values make it positive. The rise in nuclear families causes loneliness in children. All the emotions become bottled up inside. They do not know how to express and share their feelings. They become more independent. The result is that they are glued to mobile, television, Social-media and join bad companies instead of socializing with families and friends. This affects their mental health in the long run. The second angle of

this scenario, they become more responsible and mentally strong if they treat with positive parenting.

Parental acceptance and rejection describe causes and consequences which state that a child's perception of experiencing compassion or warmth in their family is more impactful on outcomes than objective measures or parental reports of warmth (Rohner, et al.2012). The impact of the family on the child's personality is very important. Children acquire most of their attitudes and behaviour from their role models with whom they live. Parents shape values, and self-concept, and build self-esteem, and behaviour patterns in the children. Parents who interact freely with their children help to develop their children's socio-emotional skills. The family atmosphere needs communication, emotional bonding and a positive environment to groom the parent-child relationship. Acceptance is nurturance, warmth, affection and protection. Acceptance parents are parents who love, motivate and support always. Acceptance inculcates values and self-concept. An affectionate environment builds psychological adjustment in the later part of life.

Rejection is the opposite of acceptance. A child feels hostility, punishments, insecurity, scolding, ignorant, burden, and strictness in the behaviour pattern of parents. It creates a negative environment where children feel helpless, frustrated and de-motivated unfavourable parent-child relationship creates a barrier to acceptance and makes the child rejected. In certain cases, parents verbally abuse the children or give physical punishment. Sometimes parents expect too much from the children and thus, Children feel over-burdened it creates severe damage in the children in the forms of aggression, maladjustment and ill behavior pattern. Rejection may cause shyness and social withdrawal. Unknowingly, parents compare their off-springs which results in jealousy or hate. Parental criticism and hostility make children rejected which affects the children's perception towards their parental acceptance and perception of the world as an unfriendly, hostile and worst place. It can create children's negative vision of the world whereas acceptance develops the perception of love, warmth, affection and cooperation about the parents and it develops a positive view about the world.

A variety of personality-related studies have investigated relationships between acceptance-rejection. Perception of parental acceptance and rejection studies highlights that rejection feelings at home feel miserable and cause maladjustment in any situation. A child who is

rejected and grows without a positive parenting style struggles more in life as compared to accepted children.

According to Psychoanalytic theory Relationships with the close family environment belonging to childhood will be replaced by new relationships with groups made up of peers during the adolescence stage of childhood. Oedipal objects (jealousy, feeling of having opposite sex parent, possessiveness) are they felt toward the most important of these losses and need to be mourned. Adolescents mourn the loss of their oedipal objects, and their mother-father while they still living with them. During latent age, the child suppressed the passion for the oedipal object and becomes introverted due to the rival parent.

Children need support from their parents and caregivers. Support can be defined as the parent helping the child to overcome everyday problems, praising them for their positive behaviour, and showing love, affection and respect towards the child. Children also need care which can be the form of inspection. Inspection consists of supervision of the child's activities, keeping an eye on the child's relations at school and with friends and ensuring that family and social rules are adhered to. Discipline should be employed positively. Sometimes little firmness should be also employed to make them understand the values and responsibility less severe punishments such as disputation, instead of severe physical punishment should be employed. the attitude of the family and its support affect adolescents' mental development.

Perception is a sense of organizing and interpreting the information, from sensory organs, reaching the brain. Differing perceptions of identical emotional stimuli between individuals can cause a variety of problems in interpersonal communication. Perception is part of interpersonal communication. Every human wants to be loved. According to the third step in Maslow's hierarchy every human wants and needs love and to belong. A child also needs parents affection and importance. A child will be able to see himself as part of the family if the elders of the child are consulted him/her when are going to make any decisions about family matters. If what he/she wants is taken seriously and then it positively impacts the self-concept and self-esteem. Behaviour such as kissing, hugging or gentle touch will also fulfil the need for love. The child perceives themselves as valued and deserving of respect and this contributes greatly to the child's autonomy and self-esteem. Thus, they become self-fulfilling individuals. Parents who

display secure attachment with their children, make children feel secure that they are valued, safe and loved. It is important to understand the causes of this conflict because of clashes between parents and children. Both parents and children threaten their psychological health. An important factor affecting the essence of interpersonal relations is communication. Creating healthy communication and improving communication skills increases the quality of the relationship. To avoid conflict, the parents should know how to do better communication it is important for both sides to meet with common sense. The children and the parents must interpret the message the way it is being shown.

Dokeman (2006) revealed that two factors define the types of conflict within interpersonal communication. The first of these is the introduction factors which means how the parents talk with their children attributes as interpretation, cognition, communication skills and needs example. The second is conclusion factors which are the direct, observable, superficial causes of conflict. The parents should not use harsh words and avoid negative statements. A child needs to live in a positive environment. A negative family environment increases the risk of depression, suicidal thoughts and suicidal attempts.

Eskin (2008) revealed in his study that low grades achieving students at school, weak friend and family support along with a poor level of problem-solving skills can precipitate male depression. It points out that almost 18% of the students taking part in the study could have been diagnosed as suffering from depression. Some common disorders that are found common due to parental rejection are disruptive behaviour disorders, antisocial and borderline personality disorders and substance abuse. Due to parental rejection, children feel insecure and rejected emotionally and socially and it causes anxiety in them. Anxiety is an emotional discomfort caused by the expectation of danger. Physical symptoms such as headache, stomach ache and irritable bowel syndrome can be frequently observed in children and adolescents. Other symptoms, such as anger, over-sensitivity, avoidance of tasks that require skill and performance, being overly worried about their health, and increasing dependence on those who offer security, are symptoms of anxiety. Research conducted by Vasey and Ollendick (2000), results showed that 5 – 18% of children and adolescents suffer from at least one anxiety disorder. The figures are somewhat higher for females.

Self-perception is a concept that has been explored by many theorists. Freud describes self-perception as the part of the personality which balances the needs of the id and superego with reality, Erikson said Self-respect is the evaluation of the information within self-perception. Self-respect focuses on self-evaluation and a person's need to evaluate himself positively. Research has found that there is a positive relationship between parental hostility and observations of aggressive attitudes in children. A hostile parent may induce aggressiveness, as the child's disappointment and negative emotions will increase anger and animosity. Due to some parental rejection children suffer from somatization. Somatization disorder is a disorder where there is more than one bodily complaint that cannot be explained by a physical examination or laboratory tests.

Rohner (2004), revealed that Acceptance–Rejection syndrome is characterized by social, emotional and cognitive tendencies Perceived rejection leads to some personality dispositions. These are:

- Hostile, aggressive or passive-aggressive behavior. Difficulty in controlling aggression or anger.
- Dependency on others or the exact opposite, defensively exhibiting independent behavior
- Low self-esteem.
- Negative self-efficacy Emotional instability in giving natural emotional responses or difficulty in expressing emotions adequately.
- Negative worldview, seeing the world as dangerous or unreliable.

The role of the parents in the development of the child is very vital, as the child usually spends maximum time with his/her parents. It is, therefore, the parents who leave a strong and long-lasting impact on the child and lays the foundation for its future development. The early warmth and affection of a mother are associated with the calm, happy and cooperative behaviour of the child. Parents act as a model and how they are perceived by the children determine many of the behavioral choices of the child that may determine his/her later stages of development. A mother has more opportunities than the father to influence the child's growth, behavior and development.

In the modern period, couples prefer to live in a nuclear family and the also trend for seeking employment by both the husband and wife are prevalent, with this their role in the family gets changed. It is also expected that the home environment of families will differ on family types and sizes. Now mothers are working and the two most common motives that led women into the labour class are economic need and personal fulfilment, but most women would not leave their jobs even if their economic needs are fulfilled. These women feel satisfied by doing work and the money they are earning. Even, they face special challenges as they try to balance work and family responsibilities. Fathers are not just helpers for mothers but are important to children. Fathers' positive engagement or involvement in child rearing impacts their children's social competence, cognitive development and learning process as well. The effects of fatherly acceptance affect later life, education and society. Paternal behaviour shapes the child's personality. Children need fathers just as they need mothers- to love them, to be interested in them, to respond to their needs, making them valued and understood. The success or failure of the parent's life or relationships will be deeply influenced by the children, and how they manage the situations and things. It is not important to have perfect parents but children need to see their parents working together to sort out the difficulties that every family face from time to time. Fathers need to spend time with their children and spend quality time with them.

Parents play a vital role and have always been the single most important external influence on the behaviour of the child. Parenting is indeed one of the difficult tasks. Parenting differs from parent to parent. Conflict between the parents can also affect the child's development in the long run. The effects linger on even in their adult life Just like their parents, they may find it to maintain healthy relationships with their life partners and friends. Children may become pessimistic and suffer from low self-esteem and have a negative perception of other people or the world. Parents who lose their temper in front of their children, affect the mental health of their children. Acceptance creates a healthier, happier and more positive environment for the whole family whereas rejection increases the risk of depression, mental health problems, maladjustments and behavioral issues.

In this study researcher will be highlighted, the perceptions of the upper primary children in Gandhinagar city about parental acceptance and rejection.

1.1 STATEMENT AND TITLE OF THE PROBLEM:

The Statement of the problem is:

The common problem is being seen these days that adolescents are suffering from depression, anxiety, mental disorders, staying in bad company, bad performance in academics, misbehavior and maladjustment. The root causes of the above issues are related to children's psychology they feel eternal and the environment in which they live. Parental acceptance and rejection make the foundation of their psychological well-being. So, it is important to study the opinion of children regarding their parental acceptance or rejection. Children perceived parental acceptance and rejection lay the foundation of their future personality, self-concept, beliefs and values. To make strong future youth, it is necessary to give a positive environment for growing children and also important to diffuse the issues between the parents and children relations. This present study is an effort to solve the problem.

TITLE OF THE STATEMENT:

UPPER PRIMARY SCHOOL STUDENTS' PARENTAL ACCEPTANCE - REJECTION IN GANDHINAGAR CITY

1.2 DEFINITIONS OF THE TERMS

Classical definition: A classical definition is the theoretical concepts, meaning, model, Principle's based statement.

Operational Definition: An operational definition is the statement of procedures the researcher is going to use to measure specific variables.

Perception

Classic Definition: According to Robbins, Perception is a psychological process through the experience gained by the five senses; individuals can process responses into positive or negative perceptions.

Operational Definition: In the present study, Perception refers to the children's views or opinions regarding parental acceptance and rejection. Perception is a process to understand the actions of parents towards them.

Acceptance:

Classic Definition: Wikipedia contributors (2023), Acceptance in human psychology is a person's assent to the reality of a situation, recognizing a process or condition (often a negative or uncomfortable situation) without attempting to change it or protest it. .

Operational Definition: In the present study, Acceptance is determined by data that show the way affection, care, warmth, concern, support, comfort, love or nurturance that a child feels or experiences from the parents.

Rejection:

Classic Definition: Rejection is the meaning of rejection is the action of rejection; the state of being rejected, Merriam Webster dictionary (2023).

Operational Definition: Rejection is determined by the data which show the absence of affection, care, warmth, concern, support, comfort, love or nurturance which a child feels or experiences from the parents.

1.3 IMPORTANCE OF THE STUDY

Parenting is a very difficult task. Parenting involves many responsibilities such as taking care of children's needs, nurturing them in a positive environment, teaching them all life skills, and guiding them through real-life experiences. A parent-child relationship is a unique bond that plays a crucial role in the overall development of children. Nowadays it is easy to find various conflicts between parents and children. Children are affected by diverse factors like rejection, overprotection, restrictiveness, abuses and over expectation. Parenting styles cause both negative and positive impacts. Parental acceptance-rejection affects the children's holistic development. Many children are diagnosed with anxiety disorder, disruptive behavioral disorders, emotional instability, ADHD, ODD, bipolar disorder, aggression, maladjustment etc.

The present study helps the parents, teacher, caregivers, counsellors-guide, therapist etc. to understand the children's need and their psychology. It also helps to understand the expectations of children. The children only need acceptance, respect and affection from their caregivers. So, the Output of the present study helps many stakeholders during the study of the child's behavior and psychology. The various stakeholders are:

Teachers:

The present study will help the teacher to understand the psychological factors of children that affect children's development and learning. By studying the mental health of children, parental acceptance-rejection, psychological adjustments and behaviour issues. It will help the teacher to collect the shreds of evidence, causes and consequences that affect the children's overall development. It will guide the teacher to make classroom activities, and teaching strategies meaningful and more relevant to students to achieve the overall developmental goal.

Parents:

The primary goal of the present study is to collect the perceptions of children regarding their parental acceptance rejection. This evidence will help to understand the children's attitudes, perspectives and opinions towards their parent's parenting styles and behaviors. This evidence will help to study the different obstacles which affect the bonding between parents

and children. It will help the parents to know more about their children's needs and help them to stop doing mistakes that hamper the children's development. It gives feedback to the children and helps them to diffuse the conflicts between parents and children.

Guidance and counsellor:

The findings of the present study give an insight into parenting styles. It gives feedback to children regarding parental acceptance-rejection. It helps the counsellor to study different child-rearing styles which create issues and affects the children's development. The absence of love, affection, care, support, and warmth in parenting damages the mental health of children. The present study will help parents who are facing behaviours problems with their children.

Future Researcher:

The present study will give insight to future Researchers to study the various variables of parental acceptance-rejection.

Curriculum Designer:

The findings of the present study will help the curriculum designer to design a curriculum that supports to achieve the student's overall development in the school environment. A curriculum Designer needs to develop a set of activities used to develop children's lifelong love of learning, activities with parents and social skills which make them good future citizens.

Therapist and Healer: The findings of the present study will help the therapist to know the causes which affect parents' children's smooth bonding. It will help the children to deal with anger, anxiety, depression and loneliness. It will help the therapist and healer to explore the feelings and needs of children based on their feedback or perceptions and help the parents to make strong bonding between them.

Government authorities:

The findings of the present study will help the different government authorities to know about the causes of adolescent suicides, crimes, sexual abuse and personality sickness. It will also help to survey the family size, child rearing and environmental factors which affect the children's psychological adjustments.

Psychologist and Sociologist:

The present study also helps the psychologist and sociologist to study the behaviour patterns of adolescents and adjustments to their home, school, society and neighbourhood. It also helps to study factors that influence the children's values, beliefs and self-concept.

1.4 OBJECTIVES OF THE STUDY

The study has been conducted with the following objectives:

- To study the children's perception regarding parental acceptance- rejection of Upper Primary school in Gandhinagar city.
- To study the children's perception regarding parental acceptance-rejection of Upper Primary school in Gandhinagar city based on their class.
- To study the children's perception regarding parental acceptance-rejection of Upper Primary school in Gandhinagar city based on Gender.
- To study the relationship between parental acceptance-rejection and their achievements.

1.5 HYPOTHESES OF THE STUDY

The Null mean score of perceived parental acceptance rejection of Class 7 girls and boys of Upper Primary School in Gandhinagar city.

H₀₃- There is no significant difference between the mean score of perceived parental acceptance rejection of Class 8 girls and boys of Upper Primary School in Gandhinagar city.

H₀₄- There is no significant hypotheses for the present study are as follows:

H₀₁- There is no significant difference in the mean score of perceived parental acceptance-rejection of Classes 7 and 8 of Upper Primary School in Gandhinagar City.

H₀₂- There is no significant difference between the

difference between the mean score of perceive parental acceptance- rejection of Class 7 of Upper Primary School in Gandhinagar City regarding their high and low achievement.

H₀₅- There is no significant difference between the mean score of perceived parental acceptance-rejection of Class 8 of Upper Primary School in Gandhinagar City regarding their high and low achievement.

H₀₆- There is no significant difference between the mean score of perceived parental acceptance-rejection of Classes 7 and 8 girls of Upper Primary School in Gandhinagar city regarding their high and low achievement.

H₀₇- There is no significant difference between the mean score of perceived parental acceptance-rejection of Classes 7 and 8 boys of Upper Primary School in Gandhinagar city regarding their high and low achievement.

1.6 AREA OF RESEARCH

In the present study, perceptions of the children towards their Parental acceptance and rejection are psychological factors that have been taken as factors affecting the academic achievement, behaviour and self-concept of upper primary school students. Therefore, the areas of Research are Primary Education and Educational Psychology

1.7 TYPES OF RESEARCH

The present study has been conducted using quantitative research. Quantitative Research is the process of collecting and analyzing numerical data. A Descriptive Survey Method is a Quantitative Research that is used to determine the opinion of a specified population

1.8 DELIMITATIONS OF THE STUDY

- The present study is limited to the children of Gandhinagar Metropolitan City. The study will be limited to children of the Upper Primary Class that is Std VII to VIII.
- The study is conducted on the children of VII and VIII in a Gujarati Medium Upper Primary Government School in Gandhinagar Metropolitan City. The present study will be limited to the students who are studying in the academic year 2022-23.
- For measuring the student's achievement. The investigator collects academic achievement data from the school based on previous scoring.
- The minimum number of samples in the study is 300 adolescents.

1.9 VARIABLES OF THE STUDY

The following are the variables of the present study:

Independent variables:

The variable which affects the variable under the measurement is called an independent variable.

In the present study, the independent variables are:

- Class: 7 and 8
- Gender of the children: Girl and Boy
- Achievement score: High and Low

Dependent variable:

- Perception of children regarding parental acceptance and rejection

1.9 OUTLINE OF SUBSEQUENT CHAPTER

CHAPTER-2: Review of Related Literature

It presents the theoretical review of the previous research on the topic with the significance of the present study.

CHAPTER-3: Research Design and Methodology

In this chapter, the researcher includes in detail the broad framework and way forward for the analysis of data for the thesis. It includes the statement of the problem, objective, research design, sampling, variables, measures and statistical testing tools

CHAPTER-4: Data Analysis and Interpretation

In this chapter, the researcher includes in detail about MS- Excel worksheet and is classified based on variables, objectives and hypotheses. The statistical analysis was done. The assumptions of the Normal probability curve were used to determine the levels of understanding

of parental acceptance-rejection. Even descriptive statistical techniques, Mean, Standard Deviation and SED were calculated for all the variables 't-test was used.

CHAPTER-5: Summary, Findings and Suggestions

This chapter includes a summary of all other chapters, major findings of the research problem, educational implications and suggestions for further research. It includes the study regarding the score of children determined based on responses on inventory prepared by the researcher is considered as the level of perceived parental acceptance-rejection. It also suggests some recommendations for future study.

CHAPTER-2
REVIEW OF RELATED
LITERATURE

Sr. No	Index
2.0	Introduction
2.1	Parental Acceptance-Rejection Theory & Sub-Theory
2.3	The warmth dimension of parenting
2.4	Studies on Parental Acceptance-Rejection
2.5	Conclusion

2.0 INTRODUCTION

In this chapter, the researcher has compiled all the relevant conceptual and empirical literature-related topics that have been reviewed. The initial part of the literature gives a general idea of the concept of Parental Acceptance and rejection. The review of related literature helps the researcher to know about the tools and instruments which prove to be useful in the previous studies. A review of related literature makes sure that the researcher is not repeating the work that someone has already done. Sometimes, when the proposed research has already been done, then it provides the researcher with an option to modify the work by adding a new perspective and altering some of the methods of research, to make the research more valuable.

Hart (1998) lists the following purposes of a review:

- Distinguishing what has been done from what needs to be done.
- Discovering important variables relevant to the topic.
- Synthesizing and gaining a new perspective.
- Identifying relationships between ideas and practice.
- Establishing the context of the topic or problem.
- Rationalizing the significance of the problem.
- Enhancing and acquiring the subject vocabulary.
- Understanding the structure of the subject.
- Relating ideas and theory to applications.
- Identifying methodologies and techniques that have been used.

A review of the associated literature is an essential part of the dissertation. To investigate scientific works researchers, review the pieces of literature. The relevant literature is reviewed and a theoretical explanation is given. 'Parental Acceptance/Rejection Theory' is explained and the studies investigating the correlations of different variables are summarized in this chapter.

The studies that are reviewed in this chapter contain:

- Parental Acceptance-Rejection and Sub-Theories
- The warmth dimensions of parenting.
- Parental acceptance-rejection and personality development.
- Parental acceptance and rejection affect overall developmen

2.1 PARENTAL ACCEPTANCE-REJECTION THEORY AND SUB-THEORIES

Ronald P. Rohner at the University of Connecticut has dedicated his professional life to researching interpersonal acceptance-rejection or parental acceptance-rejection issues throughout his whole lifespan. His work has shown that all development of interpersonal acceptance-rejection theory (IPAR-Theory). It was previously known as PAR-Theory but in 2014 the name changed to IPAR-Theory. IPAR-Theory theory is composed of three sub-theories:

- **Personality sub theory**
- **Coping sub theory**
- **Sociocultural systems sub-theory and model**

Personality Sub-theory:

Personality sub-theory which is the most highly developed component of the theory deals primarily with the pancultural nature and effects of interpersonal (especially parental) acceptance and rejection. Personality is defined as "an individual's more or less stable set of predispositions to respond (like as affective, cognitive, perceptual, and motivational dispositions) and actual modes of responding (i.e., observable behaviors) in various life situations or contexts. One major tenet of the theory states that all humans, regardless of racial, gender, cultural, or ethnic differences have a biologically based need for acceptance and positive responses from the important people, or significant others, in their lives. Significant others are people that share a lasting emotional bond with and are uniquely important to a child or an adult, most often parents or romantic partners. The nature of positive responses and acceptance behaviors from significant others may differ in specifics by culture, gender, and age. When children or adults do not receive the acceptance or positive response they need, they tend to perceive this as a form of interpersonal rejection and respond in a combination of 10 apparent pancultural dispositions. These dispositions include anxiety, insecurity, hostility/aggression, dependency or defensive independence, negative self-esteem, negative self-adequacy, emotional unresponsiveness, emotional instability, negative worldview, and cognitive distortions. Dependency, or "the internal, psychologically felt wish or yearning for emotional support, care, comfort, attention, nurturance, and similar behaviors from significant others" is a very common response from people seeking acceptance following perceived rejection. People fall on a dependence continuum from independent to dependent. Where a person

fall is primarily dependent on whether they perceive themselves to be accepted or rejected by significant others. Children and adults who perceive themselves to have received enough acceptance tend to show normal dependence, while children and others who do not receive enough acceptance or face rejection often develop defensive independence. The parental rejection or rejection from other significant others can result in impaired self-esteem, negative worldview, and emotional instability. To cope with these negative feelings and outcomes, people who feel rejected may develop defensive independence, in which a person either does not seek out or actively avoids emotional support and attachment to significant others despite still craving acceptance. Control is an additional variable influencing where someone falls on the dependency curve, children with immature dependence receive a great deal of acceptance but also intrusive parental control. This style of parenting is called "smother parenting" and children who experience it often struggle to develop age-appropriate social, emotional, and behavioral skills.

Coping Sub-theory

The coping sub-theory explores the fact that some individuals are better able to cope with experiences of perceived rejection than other individuals. The coping sub-theory seeks to understand why some children and adults do not appear to suffer the same ill effects of rejection that other rejected individuals face. The theory concentrates on affective copers, who have reasonably good mental and emotional health in the face of adversity, unlike instrumental copers, who may find success academically or professionally but still suffer from impaired mental and emotional health. The traits that make a good affective copers are still unclear, but the coping sub-theory uses the multivariate model of behavior to posit that the coping behavior of the individual is a function of interactions between the self, others, and context. Traits that appear to be associated with good affective copers include a differentiated sense of self, a strong sense of self-determination, and the ability to depersonalize, among others.

Socio-cultural Systems Model and Sub-theory:

The sociocultural systems sub-theory concentrates on major causes and sociocultural correlates of interpersonal acceptance-rejection in a global context. The sub-theory looks at larger socio-cultural factors that influence why significant others show acceptance or rejection. Larger social institutions like the economic system, family structure, and political organization tend to shape how much

acceptance parents and other significant persons offer. The cultural context can also influence how children and youth perceive their acceptance or rejection, and how they react to or cope with it. The system is also bidirectional because a culture's tendency toward acceptance or rejection may result in different institutionalized expressive systems and behaviors, which can include people's spiritual and artistic beliefs and behaviors.

Control Dimension:

Control means the extent to which a parent limits or restricts the child's behaviour and the extent to which these limitations are strained. This theory defines parents who rarely check on their children as permissive (low level of control) and it classifies parents who frequently check on their children as restrictive (high level of control). At one end of this dimension is no control, where the parent has no rules for the child or only enforces rules which are necessary for the child's health and safety, the parent does not lead the child's actions. Parents completely allow their children to find their way and make their own decisions. While at the other end of the control dimension is excessive control where the parent enforces too many rules and restrictions in various situations and occasions and forces the child to adhere to these rules. They keep an eye on every behaviour and they restrict the child's ability to acquire new skills without the parent and the child's independence.

2.2 THE WARMTH DIMENSION OF PARENTING

Warmth includes affection and acceptance which is a universally "positive valued" dimension of parenting. Parental practices characterized by support and reasoning are grouped into a warmth dimension also called responsiveness, acceptance or involvement), whereas Surveillance parenting practices are grouped into a strictness dimension (also called demandingness or supervision). Parental acceptance and rejection from the warmth dimension of parenting. This is a dimension on which all humans can be placed because everyone has experienced childhood more or less love at the hands of major caregivers.

Thus, the warmth dimension has to do with the quality of the affectional bond between parents and their children, and with the physical, verbal, and symbolic behaviors parents use to express these feelings. One end of this dimension is marked by parental acceptance, which refers to the warmth, affection, care, comfort, concern, nurturance, support, or simply love that children can

experience from their parents and other care-givers. The other end is marked by parental rejection, which refers to the absence or significant withdrawal of these feelings and behaviors, and by the presence of a variety of physically and psychologically hurtful behaviors and effects. Many cross-culture types of research related to PAR-Theory reveal that parental rejection can be experienced by any combination of four principal expressions:

1. Cold and unaffectionate, the opposite of being warm and affectionate
2. Hostile and aggressive,
3. Indifferent and neglect, and
4. Undifferentiated rejecting.

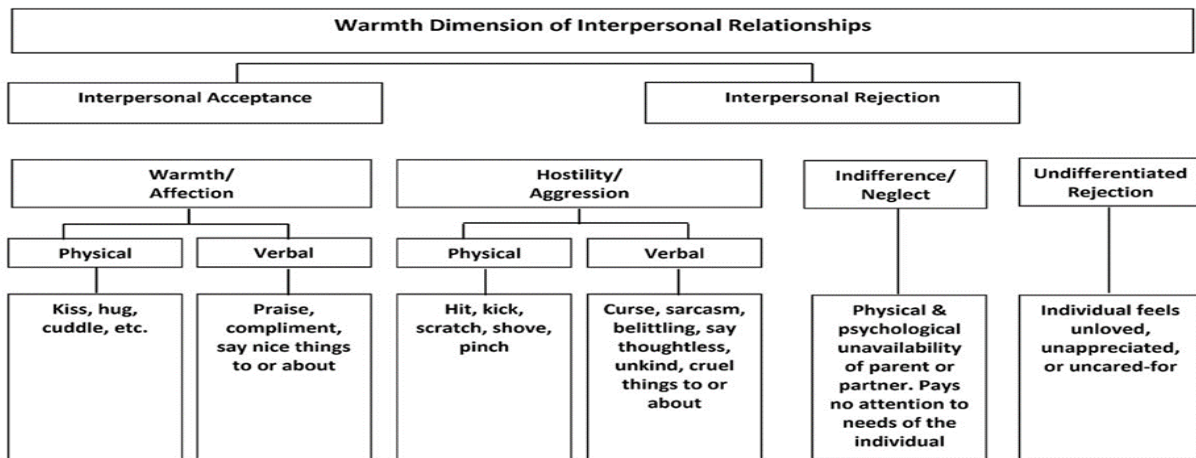
HISTORY OF PAR-Theory

IPAR-Theory was developed by Ronald P. Rohner, He started working on issues of interpersonal acceptance and rejection as a graduate student at Stanford University in 1959. While carrying out cross-cultural analyses on the outcomes of the rejection process of children, he found that parental rejection during childhood appeared to result in similar negative outcomes across the globe. Early on, Rohner's research focused heavily on parent-child relationships and the theory was named Parental Acceptance Rejection Theory (PAR-Theory) after he and Evelyn C. Rohner edited a special issue of Behavior Science Research (now Cross-Cultural Research) on "Worldwide Tests of Parental Acceptance-Rejection Theory" in 1980.

However, by the year 2000, Rohner and other researchers like Abdul Khaleque had started investigating the effects of rejection in non-parental significant relationships. Khaleque carried out a study that found that the effects of intimate-partner rejection had similar effects in adulthood to those of parental rejection in childhood. Following that research, other attachment figures were included in IPAR-Theory research, including peers, best friends, siblings, teachers, coaches, in-laws, and supervisors/managers, among others.

In 2014, the name of the theory was changed to Interpersonal Acceptance-Rejection Theory (IPAR-Theory) to reflect the broadened scope of the theory and research. IPAR-Theory and associated measures have roots in almost six decades of research with more than 200,000 children, adolescents, and adults in over 60 nations worldwide, and with members of every major American ethnic group. Currently, IPAR-Theory has 25 measures available translated into 53 languages and dialects for assessing interpersonal acceptance-rejection.

Figure 2.1



- Rohner (1975), **The warmth dimensions of parenting**

Parental Acceptance:

It refers to the affection, warmth and love of parents towards their children. It has two forms of expression, -Physical expression and Verbal expression. The physical expression of warmth includes the behavior of parents just as hugging, fondling, caressing, approving, kissing, smiling, or supporting. Verbal expression of warmth includes the behavior of parents as praising, complimenting, telling stories to the child, singing songs or saying good or nice things to the child. These behaviors are mostly found in those children who belong to accepting families, while in changes with the time in the child, they may get angry and impatient or rejected. Some children never know the satisfaction or parental affection in their families; it means the child's behavior is interrelated with the parent's style of parenting.

Parental Rejection

It refers to the withdrawal of affection, love or warmth by the child towards their parents. It includes three major forms (Rohner & Rohner, 1975).

1. Hostility and aggression
2. Indifference and neglect
3. Undifferentiated rejection

Hostility and indifference are related to the internal psychological feelings of a child/ person. Hostility is an internal feeling of anger, resentment or malice of parents towards the child. Indifference is not caring about or a lack of concern of parents towards the child. Aggression and neglect are internal states of behavior manifestations of parents. Aggression has two forms, physical and verbal. Parent shows physical aggression towards their child through hitting, biting, pushing, shaking, scratching, scalding and burning, while verbal aggression includes cursing, sarcasm, denigrating, and saying thoughtless, unkind, and cruel words to their child.

According to PAR theory, when the parents fail to attend to the needs of the child such as physical, medical, and educational also the child's wishes and interests, then they experience neglect. This means neglect is the physical and psychological non-availability of parents. Physical non-availability of parents means the mother and father are not physically present with them, while psychological non-availability is interacting or responding to the child with a lack of attention.

The subjective experience or feelings of being unloved, unwanted, or rejected without any reason in children are called undifferentiated rejection. Different rejection is experienced behaviorally in the form of aggression or neglect. It is observed that in Hyderabad, these four parenting styles are found in different areas in different socioeconomic classes. In parenting styles, there is a difference due to some factors like culture, personality, family size, parental background, socioeconomic status, educational level, and religion. Generally, it is associated with different parenting styles and several environmental factors.

2.4 STUDIES ON PARENTAL ACCEPTANCE-REJECTION STUDY

Some studies regarding Parental Acceptance-Rejection and its impact on the development of the child have been conducted in India and abroad in the last few years are as follows:

- **STUDIES CONDUCTED IN INDIA**

Agarwal, Saxena and Saxena (1979), revealed that mothers' child-rearing attitudes and behavior problems among the children were related to each other. Acceptance towards the children such as verbal motivations, and sharing of thoughts and feelings boost their mental stability and self-esteem.

Sandra (1980), examined the parental acceptance-rejection related to self-esteem and self-adequacy. The researcher found that adolescents' perceptions of self-esteem and self-adequacy differ directly from the warmth dimensions of parenting.

Sarita (2006), Studied about creative development and achievement of parentally accepted and rejected adolescents. The investigator attempted to the psychosocial problems of parentally accepted and rejected adolescents. In the study, he had taken a Sample of 400 adolescent children (200 parentally accepted and 200 parentally rejected children.) of age groups 14-17 by stratified random sampling technique. Mean, SD and t-tests were used as statistical techniques. The major finding of the study was that parental-accepted adolescents were better than then parental-rejected adolescents in the areas of achievement, personality and creative development. Parental negative behavior makes psychological problems for children such as stress, depression, aggression fear etc. commonly found among parentally rejected adolescents. The parentally accepted children also showed strong personality profiles and good mental health which resulted in high achievement.

Gaur (2005), Studied the impact of the home environment and parental approved and disapproved behavior on the academic achievement and creative abilities of senior secondary school students. The study showed that the impact of home environment and parental approved and disapproved behavior effects on academic achievement and creative abilities of senior secondary school students and the data was analyzed by statistical techniques. The research results showed that Students who were living in rich home environments and had proper parental support were higher in their academic achievement and creative development as compared to the students who were living in poor home environments and rejected by their parents.

Saini (2005), Studied the family environment, and parental accepted and rejected behavior with the academic achievement of adolescents. The researcher conducted a study on family environment and academic achievement of parentally accepted and rejected adolescents. The data collection was carried out by a stratified random sampling method in which the Sample size was 415 adolescents. The tools were used as follows: a) Family Environment Scale by Moos and Moos; b) Parental acceptance-rejection questionnaire, c) Battery of Achievement Tests in the subject Mathematics, General Science and Social studies by Anand. The data analysis was carried out by statistical techniques using Mean, SD and t-test. It was found that accepted adolescents were more independent and academically high achievers than rejected adolescents

Sweta (2012), Parental monitoring & self-disclosure, the creativity of parental rejection–acceptance of adolescents. The researcher examined the relationship between parental monitoring and self -Disclosure, the creativity of adolescents for rejection and acceptance. Parenting is a purposeful action that consists of a combination of behaviors, feelings and expectations that are unique to a particular parent and a particular child. Parental monitoring means how they track their children's behavior. It is considered an essential parenting skill. Studies showed that well-monitored youths are less involved in norm-breaking behaviors. New advancements in technology, mass media and the internet have increased the challenges of effective parental monitoring which results in self-disclosure. Voluntary disclosure enables parents to know more about their children and also helps in building an atmosphere of trust and honesty towards each other.

Singh and Kiran (2014), studied about the Impact of mother's working status on personality of Adolescents The study was undertaken to study the impact of mother's working status on personality of adolescents. The sample of the study included 120 children (60 children of working mothers and 60 children of non-working mothers) selected randomly from Shardanagar and Ashiyana area of Lucknow District. Self-made questionnaire was used for collection of data and for analysis of data 't' test was used. The result of the study highlight that children of working mothers are more affected on personality than children of non-working mothers. Children of working and non-working mothers show no significant differences in health, routine work, altruistic behavior, cognitive ability and self-development

Sidora (2014), examined about Parental Approval and disapproval Bonding and its impact on cognitive patterns of personality and scholastic achievements of adolescents Attachment bonds presented throughout one's life and affected interpersonal relationships. Parent-child relationship is a key factor in the development of personality. Similarly, childhood experiences can lead to configuration and stabilization of cognitive patterns, which play an equally important role in the development and organization of one's personality. The purpose of this study was to examine impact of parental bonding on cognitive patterns and scholastic achievement of adolescents. This study provided evidence that cognitive patterns formed in childhood are associated to different.

Sultana (2017), studied the relationship between perceived parenting styles and the psychosocial characteristics of adolescents. The objective of the study was to examine adolescents subject to different parenting styles concerning their achievements, social maturity, adjustments, moral judgement their activities. The target population was secondary school adolescents with a sample

size of 218 girls and 220 boys. The investigator used the investigation tools. These were the Construction of a Scale on Perceived Parenting Style (Sultana and Ghose), Culture fair intelligence scale, scale II (Cattell and Cattell., Form A), Achievement Motivation Scale (Deo and Mohan), Social Maturity Scale, (RSMS) (Rao), Adjustment Inventory for School Students (AISS) (Sinha and Singh), Moral Judgment Scale (Ghose and Goenka) and interview. Descriptive statistics and chi-square tests were applied for data analysis. Content analyses were carried out with the interviews. The findings showed that Authoritarian parenting was more prevalent and increased from age groups 13 to 15. Children open with their parents and do not hide their activities from their parents when they are younger. However, as they grow old, they tend to hide some of their activities from their parents. Authoritarian parents' children are well-behaved, obedient and less confident because parents take decisions on their behalf and the negative aspect was also found that in the absence of parental supervision, they behaved differently. Permissive parents display a lack of self-discipline which often shows they engage in improper activities like smoking, meeting with inappropriate persons and consuming alcohol. Uninvolved parents' children often feel lonely and depressed, because of their parental detachments. Sagacious parenting and cooperation between teachers and parents nurture well-balanced adolescents.

Tauheed (2015), investigated the emotional stability and behavioural problems of preadolescents with perceived Parental acceptance rejection. The study was used to investigate the gender differences in measures of parental acceptance and rejection, emotional stability and behavioural problems (internal factors, external factors or other factors). The investigator used the random sampling methods to collect the data using Parental acceptance-rejection questionnaires, PARQ (Rohner, 2005), Junior Eysenck Personality Inventory, (JEPI; S.B.G.Eysenck,1995), Child Behavior Check List (CBCL; Achenbach 2001). The investigator found the significant prevalence of emotional stability and child behavior were more elevated for girls than for boys. The study showed that preadolescent emotional stability and behavioral problems were positively linked to Parental acceptance rejection whereas the study also state that emotional warmth during childhood has a significant negative correlation with depressive symptoms in Adulthood.

Goyal (2018), studied the psychological outcome of perceived parental acceptance and rejection among metropolitan adolescents. The purpose of the study was to examine the children's perceptions towards their both parents as acceptance and rejection. Also helped to investigate the effects of parental acceptance-rejection on Perceived by children and their personality, mental

health, self-concept and academic achievement. The study was conducted in two different schools. To collect the data a stratified random sampling approach was used to select a total sample of 300 school children. The collection of data was carried out by using PARQ developed by Rohner (1975), Personality Assessment Questionnaire (PAQ) developed by Rohner (1975), Mental Health Inventory (MHI-38) developed by Davies, Sherbourne, Peterson and Ware (1998), Self-Disclosure Inventory (SDI) designed by Sinha (1982). It can be summarized from the results that perceived parental acceptance and rejection do affect adolescents' academic achievements. It was found that adolescents who perceived their father's rejection then they do not perform well academically and also concluded that perceived parental acceptance-rejection did have an everlasting impact on personality, mental health, self-concept and academic achievement.

Mann (2008), Study on value patterns of creative and non-creative parentally accepted male and female students of intermediate colleges of Hindu and Muslim cultures

The study revealed that 'Value Patterns of Creative and Non-creative of both Hindu and Muslim parentally accepted students were selected as a sample of 500 male and female students of intermediate colleges of Hindu and Muslim cultures. The Verbal Creative Thinking Test was used to test the creativity of Baqer Mehdi. The Value Test was developed by the investigator. The data was analyzed with the help of a critical ratio. The findings of the study were (1)No significant difference was found between the highly creative Hindu group and Muslim group except in theoretical and political values, on which they differed significantly (2) High creative boys and highly creative girls did not differ from each other in respect of values except on aesthetic value

Chowdhary & Jaysmita (1997), performed a study on parental involvement and academic achievement of the peer accepted and peer-rejected children. The results indicated the existence of lower parental involvement among peer-rejected children. This also resulted in their low academic achievements as compared to peer-accepted children. Their results established an important groundwork for subsequent studies that need to examine the process by which parental involvement might Influence the academic achievement of accepted and rejected children.

Imam and Singh (2019), found that students who perceived parental acceptance had more social self-esteem levels than those students who experienced parental rejection.

Nehra (2014), Relationship between Adjustment and Emotional Maturity of IX Class Students. The aim of this study is to know the relationship between adjustment and emotional maturity at a secondary stage. In the present study, a descriptive survey method was used. The sample comprised

100 students (50 boys and 50 girls) of Class IX from 4 Government schools. The study will be helpful for teachers, students, parents and all the stakeholders in the process of education. For the present study, Singh and Bhargav's Emotional Maturity Scale & Adjustment inventory by A.K.P. Sinha and R.P. Singh was used to assess the emotional maturity and adjustment of the students studying in IX class. The procedure adopted for the administration of the test: a questionnaire was distributed to the students and they were given a time limit. There was one correct answer for each option which was cross marked in the box given in front of the sentences. Scoring was done according to the norms and instructions given in the manual and the final analysis was completed by calculating mean, standard deviation, correlation and t-value etc. The result revealed that: (i) there is no significant difference between the adjustment of boys and girls studying in class IX (ii) there is no significant difference between the emotional maturity of boys and girls studying in class IX & (iii) there is no significant relationship between Adjustment and emotional maturity. The findings of the present study may be helpful to students, teachers, principals, administrators and educational planners.

Faranak Gholampour, Maryam Hafezian, Mehraneh Kazemian, et al.,(2013), Reviewing the Different Dimensions of Emotional Maturity in High School 3rd Grade Students. The present research has been carried out to study the different dimensions of emotional maturity in high school 3rd grade students in Sari. To do this, 217 students were randomly selected. The study has been done of survey type. The information collecting tool was the Yushiwering & Bihagawa Standard questionnaire and the dimensions of emotional maturity were studied using an independent t-test, and have been compared by using variance analysis ANOVA test in terms of the gender and different fields of study. The results showed that emotional maturity is at a higher level than the mean, and comparing the emotional maturity in 3rd-grade students, in terms of the fields of study, indicated meaningful differences.

Manoj (2013), studied the Emotional Maturity Development Programme and its Effect on Student Teacher's Family Relationships. The present study tests the family relationship of all student teachers, through an emotional maturity programme. A sample of 50 student teachers in the second year belonging to Subhash Anna Kul Adhyapak Vidyalaya of Patas in Daund taluka was selected for the study. In that 25 girls & 25 boys were chosen by purposive sampling method. For the present research, Shairi & Shinha's standardized test of family relationships is used. The findings of the study revealed that there is no significant effect of the emotional maturity development programme

on student teachers related to the mother's accepted component in family relationships. There is no significant effect of the emotional maturity development programme on student teachers related to the father's accepted component in family relationships. There is no significant effect of the emotional maturity development programme on student teachers related to the mother's concentration component in family relationships. There is a significant effect of the emotional maturity development programme on student teachers related to the father's concentration component in family relationships.

Bhanwer (2012), studied the Emotional Maturity Patterns of Adolescents as Determined by Gender Differences. The study involved a comparison of levels of emotional maturity and its components among 600 boys and girls of Amritsar City (Pb) and conclusions were drawn using differential statistics. The present study is a descriptive status survey aiming to observe and describe the differences, if any, in the Emotional maturity level and its components in boys and girls. The sample comprised 600 adolescent boys and girls from Amritsar City. Emotional Maturity Scale by Kumari Roma Pal (Re-printed 1997), Agra Psychological, Research Cell, Agra (40 items with subfields of Emotional Instability, Emotional Regression, Faulty Social adjustments, Lack of Independence, Flexibility and Adaptability) Analysis of Results: Differential Statistics were calculated to arrive at the diverse Emotional maturity patterns among Adolescent boys and girls. Gender-based differences are found in the variable of Emotional Maturity when taken in the total city. Adolescent boys come out to be less emotionally mature (Mean 108.34) than girls (Mean 100.86).

- **STUDIES CONDUCTED IN ABROAD**

Rafail & Haque (1999), examined the relationships between perceived parental acceptance-rejection and juvenile delinquency sources showing that non-criminal adolescents perceive their father and mother as less aggressive, less neglecting, and less rejecting as compared to criminal adolescents, further; the parental acceptance-rejection score is positively associated with juvenile delinquency.

Lila, Garcia and Garcia (2007), studied the importance of parental acceptance on the psychological and social development of the child is widely accepted in parental warmth/affection. Parents who are displaying rejective behavior dislike their children and do not accept them. They use harsh strategies to make their child disciplined and they even treat their children badly. It harms

the child's perception towards the outer world. If a child receives love from his family, no matter where he is, he will feel good and mature, he will have fewer problems because of aggression and animosity towards authority, he will give relevant emotional responses, he will be secure and have a positive outlook on life.

Solanki (2012), studied the assessing differences in parental acceptance-rejection and personality organization among status offenders and home children showing that home children perceived less parental neglect as compared to status offenders. The researcher also revealed that there is a negative correlation between the personality organization of home children and status-offender children.

Arzeen, Hassan and Riaz (2012), studied parental acceptance-rejection in emotionally empathic and non-empathic adolescents of Government Private and semi-government schools of Wah Cantt. The researchers revealed the results which showed that non-empathic adolescents significantly differ from empathic adolescents on the dimension of parental and maternal warmth on PARQ. It was also found that emotionally empathic adolescents perceived their father and mother as less aggressive, less neglecting and less rejecting as compared to non-empathic adolescents.

Malik (2012), A study examining child abuse in Pakistani families with parental acceptance-rejection and demographic variables on boys and girls shows that socioeconomic status as well as the father's education are non-significant determinants of child abuse. While the mother's education and family size variables are significant determinants of child abuse. Further severely abused children are perceived as more rejective towards their parents as compared to mildly abused children).

Maria, P. A. (2014), Studied scholastic achievement and cogitative powers (giftedness and creativeness) of parentally accepted and rejected children. The investigators revealed that the accepted behaviour of parents resulted in high scholastic achievements and strong cognitive powers characterized by giftedness, and creativeness of children. On the other hand, studies revealed that children who were rejected by their caregivers or parents usually suffer from high levels of anxiety and stress which also become hurdles in their scholastic achievement. The investigators found that all children need love, affection, sympathy, care and encouragement both at school and at home environment. The data was analyzed by using various statistical techniques such as t-tests, correlation and ANOVA to find outcomes and conclusions.

Hafiz M. (2013), studied the academic performance and creative potentials of children in parental accepted and rejected behavior. It was observed that parental involvement makes a significant effect in well academic performance and enhances the creative skill of the children. The study has proved that parental involvement enhanced academic achievements. Parental care and accepted behavior also play an important role in the betterment of the children. Lack of parental support the child could not perform well sometimes due to the negligence of parents the children perform dully in school and sometimes children leave the school. It also makes the life of children stressful which directly affects their intellectual and creative powers. This study also revealed that children inherit capacities that are shaped and developed in the environment where they spend most of the time i.e. both at school and home. The home is called the first school of a child, it is the responsibility of their parents to pay due attention and care towards their children in every walk of life so that proper cognitive development can take place and they show better performance in every field.

Waqas (2013), studied the Perceived Parental acceptance and rejection of academic achievement and creativity of secondary school students The investigator explored that parental acceptance and involvement positively affect the achievement performance academically and also groom the creative skills in the children. The research was investigated in Allama Iqbal Town, Lahore City. A total of 150 students (boys and girls) of the 9th class of secondary schools (public and private) were taken as respondents. Four schools were selected through simple random sampling which include one boy and one girl from each of the public and private school categories for equal representation of both boy and girl students in the sample frame of the present study. The survey questionnaire was used as a tool for data collection. After data analysis, it has resulted that parental involvement and acceptance play significant effects in better academic performance and creativity of the children.

Seham (2012), Studied parentally accepted, Rejected Secondary students with Personality Traits and Academic Competence. This study revealed that there were significant differences between high and low achievers specific to gender on personality trait factors (A, B, C, and D). A sample of 275 adolescents in the age group of 18-22 years studying at the Tafila Technical University was selected as a randomized cluster sample of the study from the population. The study disclosed that the children who were parentally Accepted had stable personalities, positive self-concepts, and high levels of self-esteem and also perform well academically. On the other hand, rejected secondary students had low academic performance ` and negative self-concepts about themselves.

Nasirudin Javidi, et.al.,(2012), Studied Parental acceptance/rejection of dimensions of personality about creative potential and academic performance. The study was conducted at the National University, Islamic Azad University and Payam Nour the University of Yazd Pre-Province where 272 students were selected sample and by using a random sampling method and they responded to Parenting Styles Questionnaire Naghashian (1979) and Five-Factor Personality Factors Questionnaire (Costa and McCrae). The findings showed that among all the components of personality, there is a direct significant relationship only between openness personality traits and authoritative parenting accepting style on creativity and academic performance of students. Authoritative and parental acceptance is positively correlated with creative potential and good academic performance of university-level students, whereas the denial parenting style effects negatively on all aspects of the personality of the students. The investigator also revealed that the personality and performance of students are correlated to each other, the students with positive personalities showed better academic performances.

Christopher (2012), studied the parental rejection level with the achievement and personal profile of adolescents. The main objective of the study was to find out the achievement and personality of parentally rejected adolescents. The main data analyses were carried out by applying statistical techniques. The children who were parentally rejected showed maladjustment behaviour and other psychological disorders which negatively impacted their achievements. In research, the study also found that psychological problems like stress, depression, aggression etc. among adolescents were the reason behind their academically low achievement. In the study, it was also found that neglected youth do not take an interest while performing any task which may result in dissatisfaction with the goal.

Takeuchi (2011), examined the Relationship between Temperament and Character Dimensions of personality concerning Perceived Parental acceptance, refusal and overprotection of students. The researcher investigated the association between perceived parenting styles in childhood, temperament, and character dimensions in adolescence and early adulthood. In the study, 836 college students in Japan were used as the sample. The Temperament and Character Inventory (TCI) and the Parental Bonding Questionnaire (PBI) were used as research tools. The study showed that Perceived Parenting (parents' high Care and Overprotection) was associated with low Harm Avoidance and high Persistence, and was directly associated with Self-Directedness, Cooperativeness, and low Self-Transcendence. The findings showed that personality attributes

such as temperaments, sentiments and emotions etc. are highly stable among accepted children. The study also showed that rejected/ overprotected children have emotional instability and they quickly lose their temper in unfavourable situations.

Lall (2010), studied child-rearing attitudes, personal problems and personality factors as correlates with the academic achievement of parentally accepted and rejected children. The researcher examined child-rearing attitudes, personal problems and personality factors and their correlations with academic achievements. In the investigation, by using a random sampling method; 400 class IX and XI students (200 boys and 200 girls) were selected from two schools of Bhagalpur city. Singh's Parental Attitude Scale; Verma's Youth Problem Inventory; Hevenson's Locus of Control Scale; Eysenck's Personality Inventory were tools that were used to collect the data. Academic success was determined by marks obtained by students in the annual examination. Major findings were (1) The Restrictive and protective attitudes of parents were negatively and significantly related to youth problems and anxiety (2) The Loving attitudes of parents were positively and significantly related to locus of control, extroversion and neuroticism. (3) Protecting attitudes of parents were positively and significantly related to the academic success of boys.

Lila, García and Enrique (2007), studied Paternal and Maternal Acceptance with Children's Outcomes and personality adjustment in the 7 to 13 years age range of children. The researcher examined the relationship between perceived paternal and maternal acceptance and children's adjustment. The sample consisted of 234 children and 234 parental figures (mother 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. Children responded to the Parental Acceptance-Rejection Questionnaire (Child PARQ mother and father versions; Rohner, 1990), and the Personality Assessment Questionnaire (PAQ; Rohner, 1990). Parents responded to the Child Behavior Checklist (CBCL; Achenbach & Edelbrock, 1983). The data analyses revealed that perceived paternal and maternal acceptance were both related to self-reported children's psychological adjustment. Perceived acceptance from mothers but not from fathers. Results suggested that the effect of perceived paternal acceptance on children's behavioural problems is indirect and that maternal acceptance mediates the effects of paternal acceptance.

Fayombo(2005), studied Personality development characterized by consciousness, neuroticism, agreeableness, openness, and extraversion and its impact on the academic performance of parentally accepted and neglected school-going students. This study investigated the relationships

between the five personality traits: (conscientiousness, agreeableness, neuroticism, openness to experience, extraversion) and psychological resilience among 397 Caribbean parentally accepted and neglected secondary school students. Pearson Product Moment Correlation and Stepwise Multiple Regressions were conducted to analyze data. Results showed statistically significant positive relationships between personality traits (conscientiousness, agreeableness, openness to experience, extraversion) and psychological resilience. The research showed neglected students were performing low academically as compared to accepted ones. According to the world health report neglected children suffer from various psychological problems such as neurotic behavior, aggression and frustration.

Morett (2004), studied the Socio-psychological development of personality with parental approval and rejection of adolescents. The researcher examined that in the phase of adolescence, the children less spent time with their parents increases considerably. Parents play a key role in influencing their adolescent's development. Adolescent-parent attachment affects the cognitive, social and emotional functioning of the children. Secure attachment is associated with less engagement in high-risk behaviours, less mental health problems, and enhanced social skills and adjustment strategies. It also revealed from the major findings that parental acceptance and rejection both effects adolescent adjustment. The study also showed there is no relationship between parental acceptance rejection and over cognitive development of adolescents.

Roll (2004), studied the personality development of emotionally empathic and non-empathic accepted and rejected teenagers. The study showed that there was a significant difference found among the perception of emotionally empathic as compared to non-empathic adolescents on the dimension of Paternal and Maternal Warmth on PARQ. Emotionally empathic adolescents perceived their warmer parental attitude and less aggression as compared to non-empathic adolescents. And at the same time, the result means scores of non-empathic adolescents also showed that non-empathic adolescents had perceived their fathers as more rejecting as compared to their mothers.

Farah Malik (2004), investigated Child Abuse in Pakistani Families: Parental Acceptance-Rejection Personality characteristics, Demographic Variables. The study was focused on child abuse related to negligence and rejections in parenting patterns and also related to the influence of demographic variables in the Pakistani socio-cultural context. An indigenously developed Child Abuse Scale was used to identify children with different levels and types of abuse and neglect. The

parental Acceptance-Rejection Questionnaire of the Urdu version was used to investigate the patterns of parenting styles along with a demographic questionnaire. The study was carried out with a randomly selected sample of 200 children (100 boys & 100 girls) of age ranging from 8-12 years. The data were collected from five cities in Punjab. The results showed that in comparison to mildly abused children, severely abused children perceived their parents as more rejecting. Results also indicated that the mother's education and family size matter a lot.

Rohner and Khaleque (2002), studied the personality traits of parentally accepted-neglected family children. It was a meta-analysis in which 43 studies were drawn from 7,563 respondents in 15 Countries of the continent of Europe. The researcher revealed that perceived parental acceptance is universally associated with psychological adjustment. According to the outcomes, the study showed evidence that supports PAR Theory's expectations. The children who were accepted by their parents with a positive environment were more positive attitudes, self-esteem and mentally stable than children who come from unloving (rejecting) families. They feel competent and have negative attitudes, aggression and behavior issues

Catsambis (2001), studied the teachers, administrator's encouragement and parental acceptance and rejection of achievement and creativity of college-going students Data was analyzed from the national educational longitudinal 88 study and its second follow-up national educational longitudinal study-92 in England. Data were collected by questionnaire from 134,580 parents, students, teachers, principals and administrators observing the effects of their approach on the achievement and creativity of college-going students. The result depicted that high levels of parental expectations, consistent encouragement and accepted approach enhance learning opportunities and are positively associated with students' high aspiration, creation of innovative ideas and academic achievement of college-going students.

2.4 CONCLUSION

The review of studies mentioned in Chapter II led to the following conclusion. Parental acceptance-rejection has a great influence on almost all aspects of a child's personality. The parents have to perform a dual role as domestic as well as occupational duties. If parenting style is not positive it may hamper the child's overall development. Parenting is a very sensitive task. Negative child-rearing practices may affect the child's emotional and personality profiles. Children receive different types of treatments belonging to different variables like working or non-working parents,

family types, child-rearing practices, sex, education, family status, and achievement. The interaction between a child and parents plays a crucial role in the overall development of children. It has always been of paramount importance for the child's emotional, cognitive, and social development. Children's well-being and securities emotional and psychological states are depending on the quality of their relationship with their parents. For this, parental acceptance-rejection theory helps parents to improve the understanding of their children's psychology and helps to unparalleled influence in shaping children's personality development. According to the personality sub theory of IPARTheory, adults' feelings of emotional security and well-being are influenced by the perceived quality of their relationships with adult attachment figures.

A meta-analysis of perceived parental acceptance-rejection study revealed that psychological maladjustment among children is linked to gender, race, region, language, and culture variations. It showed an association between perceived acceptance-rejection and psychological adjustment was stronger among youths and even youth can be influenced by parents' love. Parental rejection and other forms of interpersonal rejection are related to all types of depression. Emotional support from parents is linked to identity development during adolescence. Researchers looked into the link between parental unconditional positive attitudes and adult self-esteem and discovered that higher parental unconditional positive attitudes were linked to higher self-esteem in both men and women.

Amato (1994), revealed that emotional connection to parents predicted offspring happiness and life satisfaction, with both the mother and father contributing to offspring happiness and life satisfaction in different ways. Some research discovered that rejected and neglected children show lower levels of self-concept and confidence, self-adequacy and self-esteem compared to their accepted children; they can be clingy, possessive, and repeatedly seek approval, nurturance and attention. and they can also have a higher risk of showing delinquency, cruelty, destructiveness, sexual offences, rebelliousness and being arrested for juvenile alcohol and drug offences.

Therefore, the present investigation was planned to study perceived parental acceptance-rejection among the students studying in Gandhinagar Government Upper Primary schools in Gandhinagar City. Perception affects psychology. In the present study, children expressed their opinion towards parental acceptance rejection. Positive or negative opinions of children towards their parental acceptance-rejection helped the researcher to understand the complications in the parent-child relationship

CHAPTER-3
RESEARCH DESIGN AND
METHODOLOGY

S.no	Index
3.0	Introduction
3.1	Rationale of the Study
3.2	Research Methodology
3.3	Variables of the Study
3.4	Population of the Study
3.5	Sample of the Study
3.6	Research Method
3.7	Research Tool's Construction Process
3.8	Data Collection
3.9	Data Analysis
3.10	Summary

3.0 INTRODUCTION

Every piece of research must be planned and designed carefully so that the researcher proceeds ahead without getting confused at the subsequent steps of research. The researcher must have a clean and clear understanding of what is to be done, what data is needed, what data collecting tools are to be employed and how the data is to be statistically analyzed and interpreted. A design is a blueprint of the procedure for the completion of various research steps and thus reaching valid conclusions regarding the relationship between the variables under study. Therefore, the design must be specifically conceived and objectively executed to bring empirical evidence. By doing so, the observations and inferences become valid to rely on. The preparation of a research proposal or design is an important step in the research process. It provides a systematic plan and procedure for the researcher to follow. Research plans are deliberately and specifically conceived and executed to bring empirical evidence to the problem in question (Kerlinger, 1986).

Research design sets up the framework for adequate tests of the relations among variables. Design tells us in the sense, what observations to make, how to make them and how to analyze the quantitative representation of the observations. Strictly speaking, design doesn't tell us precisely what to do, but rather suggests the direction of the observation making and analysis. The research design refers to the plan and structure of the investigation used to obtain evidence to answer research questions. The design describes the procedure for conducting the study, including when from whom and under what conditions the data will be obtained (McMillan 1989).

Research design stands for planning the method to be adopted for collecting the relevant data and the techniques to be used in their analysis. Keeping in view the objectives of the research, the selection of a particular design is based on the purpose of the piece of research to be conducted. The design deals with the selection of the subjects, the selection of the data-gathering devices, the procedure of making observations and the type of statistical analysis to be employed in interpreting data relationships.

3.1 RATIONALE OF THE STUDY

Parents are important not because they are biologically interrelated but because they are caregivers, mentor, guide and the persons with whom their children spend a much greater time than any other persons and they reflect a very strong influence on the attitudes, abilities and behavior of children. It has been found that most of the children who are good performers, successful and well-adjusted come from those homes where parental attitudes are favorable and a wholesome relationship existed between children and parents (Priyanka & Devina, 2010). Mother and father give their children love affection and care from birth. Child rearing is now most of the most difficult tasks in many countries of the world due to the family system. The children require the love of parents more.

Some research has been conducted on academic achievement, achievement motivation, stress, personality adjustment, aggression, socialization, social maturity, self-concept, cognitive development, stress etc. of children based on different variables like family types, working, non-working parents, income etc. The common problem is being seen these days that adolescents are suffering from depression, anxiety, mental disorders, staying in bad company, bad performance in academics, misbehaviour and maladjustment.

The root causes of the above issues are related to children's psychology they feel eternal and the environment in which they live. Parental acceptance and rejection make the foundation of their psychological well-being. So, it is important to study the opinion of children regarding their parental acceptance or rejection. Children perceived parental acceptance and rejection lay the foundation of their future personality, self-concept, beliefs and values. To make strong future youth, it is necessary to give a positive environment for growing children and also important to diffuse the issues between the parents and children relations. This present study is an effort to solve the problem.

Several researchers should have proper research design. The design describes the procedure for conducting the study, Hence, for the present study, the researcher has employed the appropriate methodology. She employed proper sample selection techniques, and suitable research design with standardized research tools. The following is the methodology:

3.2 RESEARCH METHODOLOGY

This chapter explains the details of the research methodology used to arrive at desired results. This chapter includes in detail about Statement of the problem, objective, research design, sampling, variables considered, hypothesis formulation, measures and statistical testing tools. The objective of the current chapter is to provide a detailed understanding of all the previously discussed issues and processes. This chapter will provide a broad framework and way forward for the analysis of data for the thesis. Academic achievement plays an important role if you want to achieve all kinds of success goals in your life. So, many studies were examined and concluded that academic achievement depends on parental acceptance–rejection or on parenting styles or parental involvement. The fundamental aspiration of this study is to contrast children's perceptions regarding their parental acceptance–rejection and also measure the warmth dimensions of parenting.

3.3 VARIABLES OF THE STUDY

In the research process variables are the elements which can be changed as per requirements to fit the changes.

Independent variables: The variable which affects the variable under the measurement is called an independent variable. In the present study, the independent variables are:

- Class: 7 and 8
- Gender of the children: Girl and Boy
- Achievement score: High and Low

Dependent variable:

The dependent variable depends on the factors which can be measured.

- Perception of children regarding parental acceptance- rejection

3.4 POPULATION OF THE STUDY

The population is the total mass of the people or objects that researchers ultimately wish to understand and thus can arrive at generalizations. It was a group of people for which research is being done. In the present study, the students of Std 7 to 8 of 32 Gujarati Medium Government Schools of Gandhinagar City are to be taken as the population.

3.5 SAMPLE OF THE STUDY

According to Best and Kahn (2003),” A sample is a small portion selected for observation and analysis.” For the present study, the researcher selected a list of Gujarati Medium Government Upper Primary Schools to run in Gandhinagar city as the population. Among them, some schools were randomly selected by lottery method for the selection of the data. Students of Std VII and VIII were selected by cluster random sampling from selected schools as a sample. The size of the sample was restricted to 300 students. The sample consists of both genders (Male/Female). The Achievement of the subjects was collected from school based on previous achievements scored in the year 2022-23.

Table 3.1

The sample of the present Study

Class	Girls	Boys	Total Students
7	93	88	181
8	86	116	202
Total	179	204	383

3.6 RESEARCH METHOD

Research methodology is a process of how research is being conducted. Research methodology is a way to systematically solve the research problem. The research method depends upon the nature and purpose of the study undertaken. The methods are broadly classified into three main categories.

1. Historical Research
2. Descriptive Research
3. Experimental Research

For the present study, the researcher selected a descriptive type of Survey Research. It studied the current opinion of children about their parental acceptance and rejection. In the Survey descriptive research method consists of creating questionnaires or polls and distributing them to respondents, who then answer the questions (usually a mix-open-ended and closed-ended questions).

In this study, the researcher used descriptive quantitative surveys. So, the researcher categorized this study into a survey that uses a questionnaire method of collecting data. Survey research is the most frequently used in all disciplines. Survey research involves acquiring information about one or more groups of people – perhaps about their characteristics, opinions, attitudes, or previous experiences – by asking them questions and tabulating their answers. After the scoring of the collected data of parental acceptance/rejection was completed, the data was subjected to statistical analysis and interpreted.

3.7.0 RESEARCH TOOL'S CONSTRUCTION PROCESS

Anything that becomes a means of collecting information for your study is called Research tool or Research instrument.

3.7.1 Tool Construction Process:

The following procedures were used in constructing this inventory:

Content analysis:

In the first step, the researcher studied the understanding of parental acceptance and rejection theory and sub-theories.

Tool analysis: In the second step, the researcher studied about Parental acceptance- rejection questionnaire (PARQ) has been constructed by Ronald, P. Rohner (1978).

Construction of the version tool: The researchers referred to many research articles, reference books, websites and tool construction guidelines. The researcher constructed the perceived parental acceptance and rejection questionnaire. The list of items included in the tool was enclosed in the first version.

Validation through expert opinion: After preparing the first draft of the tool, it was given to the expert's feedback and based on their feedback and suggestions, the scale was moved to the final stage.

The following points were suggested by the experts:

- The questionnaire must have negative statements
- Language should be simple and easy to understand.
- The questionnaire should not confuse the respondent
- The question should be tabulated
- Categorize into components

- Give a neutral option

The final form of the PARQ scale: After expert feedback and necessary advice, the scale was finalized. There were 60 items on the scale. In the present study, a measure of children’s perception regarding parental acceptance and rejection scale was made in the form of 5point.

3.7.2 TOOL- Rating Scale

The rating scale consists of a closed -open survey questions that used to collect the respondent opinion regarding parental acceptance-rejection. Here respondents are expected to rate an attribute.

3.7.3 Description of the components of the tool

The Perceived Parental Acceptance rejection questionnaire (PARQ) is a self-report questionnaire which is designed to measure the respondent's assessment regarding the way their parents treated them. In PARQ, the parent refers to those adults who have an enduring primary caretaking relationship with the child. It consists of four sub-scales:

- Warmth/Affection
- Aggression/Hostility
- Neglect/Indifference
- Undifferentiated/Rejection

TABLE 3.2

Different Components of Scale

S.no	Component	No. of Items
1)	Parental warmth/affection	20
2)	Aggression/hostility	15
3)	Parental Neglect/Indifference	15
4)	Rejection /Undifferentiated	10
	TOTAL ITEMS	60

3.7.4 Operational Definitions of the Components of Construct tool:

a) Parental warmth/affection

The parental warmth/affection scale refers to parent-child relationships where the child receives unqualified love-love that is not dependent on how he behaves, love that is not withheld when he is "bad" or awarded only if he is "good". Warmth/affection may be manifested by showing approval of the child, playing with him, enjoying him, fondling him, comforting or consulting him cuddling him, praising him, kissing him, hugging or demonstrating love in words or other actions. This scale consists of twenty (20) items.

b) Parental Aggression/Hostility

Parental aggression refers to an innate destructive drive that is intended to hurt the child physically or verbally. Hostility, on the other hand, is the motive or emotional reaction of anger, enmity or resentment directed towards a child. Parental aggression may be manifested by critical impatience, irritability or antagonism towards the child. Aggressive and hostile parents may hit, kick nag or ridicule their child and they may make disapproving or derogatory remarks to and about the child. They always curse their child, quarrel with them and express their frustration and irritation at the child's behaviour in other ways. Aggression/hostility has fifteen (15) items.

c) Parental Neglect/Indifference

Indifference refers to an internal state or feeling of the parent - a lack of concern or interest in the child. Neglect is one of the possible outcomes of parental indifference. Neglecting or indifferent parents show a restricted concern for their children's welfare and development. Such parents are likely to pay as little attention to their child as they can and they are apt to spend a minimum amount of time with him. They ignore the child's requests for help, attention or comfort. Such parents may forget their child's needs. Neglecting or indifferent parents are not necessarily hostile; however, they simply may be cold, distant or unconcerned about their child. There are fifteen (15) items in the parental neglect/indifference scale.

d) Parental Undifferentiated/Rejection

The scale parental rejection/undifferentiated refers to conditions where parents are perceived as withdrawing from the child (i.e. they reject him) but where such rejection does not reflect either aggression/hostility or neglect/indifference rejecting parents consider their child as a burden and always find guilt in their child. This scale consists of ten (10) items.

3.7.5 Administration of the Test

PARQ is a self-report questionnaire that can be completed from 25 minutes to 30 minutes. There are sixty (60) items in the questionnaire. Five lines are drawn after each sentence:

- (1) Almost always true
- (2) Sometimes true
- (3) Neutral
- (4) Rarely true
- (5) Rarely true

Before administering the questionnaire, the students were properly motivated. The classrooms were properly organized. After proper rapport building, the test was administered to sample subjects. A copy of the booklet is given in appendix no. I.

3.7.6 Scoring Procedure

There are no right or wrong answers to any statement. There are five responses to one statement- almost always true, sometimes true, neutral, rarely true and rarely true. 'Almost always true' is assigned a score of 5 points, 'sometimes true' a score of 4 points, 'Neutral' a score of 3, 'rarely true' a score of 2 points and 'rarely true' a score of 1 point.

After scoring the five areas of PARQ, all items in the warmth/affection scale were reverse scored. The rationale for reverse scoring was that a high score will reveal minimum warmth that is maximum rejection. Thus, a high score on all five scales may refer to rejection and a low score to acceptance.

TABLE 3.3
Scale Score

Always true	Sometimes true	Neutral	Sometimes false	Always false
5	4	3	2	1

Reverse score -1

The warmth/affection scale and Parental Neglect/Indifference were reverse scored. Total Reverse score items are 27

TABLE NO.3.4

Reverse Score

Always true	Sometimes true	Neutral	Sometimes false	Always false
1	2	3	4	5

1.7 DATA COLLECTION

Data collection is the actual process of collecting information that the researcher wishes to study analyze and interpret. It requires patience and persistence in data collection, as many of the schools did not incorporate in the beginning but finally, they consented due to constant requests for counselling. On the other hand, some of the schools showed keen interest and requested the researcher to provide the results of the study. Data were collected from Gujarati Medium Government Schools of Gandhinagar City with the permission of the School Principal and school authorities. The researcher had a good experience also in the process of data collection as there were opportunities to meet new people, thus getting an insight into the environment of different schools and their working styles. A parental acceptance and rejection scale Tool was designed and copies were distributed in raw form among the students of the selected schools during the working period. The tool was used to collect views of children's perceptions towards their parental acceptance and rejection. When data collection was started students were very enthusiastic about the study. They showed their curiosity regarding the study. Children were given their responses with full enthusiasm. The researcher explained the motives of the study.

1.8 DATA ANALYSIS

The analysis is a crucial process of research. The analysis is a form of description of data gathered systematically and scientifically. The statistical analysis acts as a quantitative link for the communication of results. The data were scored according to the scoring pattern of the scale and analyzed using descriptive and differential statistical analysis. The present study collected data was entered in M.S. Excel worksheets and classified based on variables, objectives and hypotheses. Then the total score was calculated for each question and was subjected to further statistical analysis.

The statistical analysis method was applied to analyze the children's perception regarding parental acceptance and rejection. The Scale on the sample of 383 adolescents (Boy/Girl), the investigator used the data to distinguish the extreme groups of accepted and rejected adolescents based on perceptions, gender and achievements. Descriptive statistical techniques, Mean, Standard Deviation and SED and t score were calculated for all the variables.

Hypotheses were tested by calculating the t-score. With the help of all t-score, level of significance was determined and a conclusion was arrived. After the scoring of the collected data of parental acceptance/rejection was completed, the data were subjected to statistical analysis by using mean, S.D, t-test and Correlation.

3.9 CONCLUSION

This chapter showed the methodology, plan and procedure carried out in this research. It included the origin of the research problem, population and sample of the study, tools used in the study, data collection and data analysis techniques undertaken in the research.

CHAPTER 4
DATA ANALYSIS AND
INTERPRETATION

S.No	Index
4.0	Introduction
4.1	Nature of the data
4.2	Hypotheses Testing
4.3	Conclusion

4.0 INTRODUCTION

In this chapter, we will discuss the data collection and the outcome of the data analysis. For this data collected through questionnaire in survey is tabulated. Both descriptive and inferential statistical analysis is carried out to analyze the data and to test the hypotheses.

4.1 NATURE OF DATA

Nature of the data is Quantitative.

Quantitative Data

Through structured rating scale and survey, we are collecting numerical data which can be quantified to answer our research questions and to meet our research objectives. All such data is called quantitative data. This data will become meaningful if analyzed and interpreted. Various quantitative analysis techniques are available to achieve this. These techniques include simple techniques like tabulation, graphs to complex statistical techniques like finding relationship among variables and forming statistical models.

Designing the database is an important step in terms of defining the data fields and data type. The database for this survey has been developed in MS – Excel. Suitable data checks and validation techniques have been used while getting input (raw data) into the database. Proper definition of variables, data type descriptions, value label descriptions are performed on MS--excel. Data validation and cleaning process make the database more usable for analysis purpose. Data validation is done by MS-Excel which includes logical checks. We have used descriptive statistics to interpret the data and to get meaningful information out of it.

Descriptive Analysis

The term ‘Descriptive statistics’ refers to a set of concepts and methods used in organizing, summarizing, tabulating, depicting and describing collection of data, which describes data or results of researcher in the tabular, graphical or numerical form. The mean and standard deviation statistic are used in analysis. The function of descriptive analysis is to describe and indicate several characteristics common to entire sample. It is one of the most important steps for conducting statistical data analysis. Descriptive analysis often includes first sorting of

collected data in order to make datasets, constructing tables of quantiles, means, methods of dispersion and cross tabulations that used to carry out testing of hypothesis.

In this study the 't' test was applied. The most common statistical procedure for determining the level of significance when two means are compared is the 't' test. The 't' test is a formula that generates a number, and this number is used to determine the probability level of rejecting / accepting the null hypothesis.

The 't' test is used to know the difference between the results two matched groups or single group.

4.2 HYPOTHESES TESTING

The hypotheses were formulated for the present study and applied statistical techniques with the help of MS-Excel.

In the present study, statistical analysis method was applied to analyze the children's perceptions regarding parental acceptance and rejection. The Scale on the sample of 383 adolescents (Boy/Girl), the investigator used the data to distinguish the extreme groups of accepted and rejected adolescents based on perceptions, gender and achievements.

Descriptive statistical techniques, Mean, Standard Deviation and SED and t score are calculated for all the variables. Hypotheses has been tested by calculating the t-score. With the help of all t-score, level of significance has determined and a conclusion arrived.

After the scoring of the collected data of parental acceptance/rejection have completed, the data have been subjected to statistical analysis by using mean, S.D, t-test and Correlation.

H₀₁ was” There is no significant difference of the mean score of perceived parental acceptance - rejection of Std 7 and 8 of Upper Primary School in Gandhinagar city”. The hypothesis was tested using PAR values statistically. Following Table No.4.1 indicates the analysis of this hypothesis:

Table No.4.1

Comparison of Mean score of Perceived Parental Acceptance-Rejection understanding in context of Class 7 & 8

Class	N	Mean	SD	SED	t-value	Level of Significance
7	181	165.950	18.851	2.089	1.224	Not Significant
8	202	168.508	22.032			

From the Table No.4.1 show the data for Perceived Parental Acceptance- rejection on PAR rating scale. The mean score and SD for Parental Acceptance Rejection of class 7 are 165.950 and 18.851 respectively whereas mean score and SD for Parental Acceptance Rejection of class 8 are 168.508 and 22.032 respectively. Table value are 1.96 and 2.58 and 0.01 level respectively.

The t-score is 1.224 which is lower than table value at 0.01 levels. This shows difference between two mean score is not significant.

Hence, it is drawn from the data that class 7 and 8 having equal level parental acceptance-rejection

Thus, null hypothesis “There is no significant difference of the mean score of perceived parental acceptance - rejection of Std 7 and 8 of Upper Primary School in Gandhinagar city” is not rejected.

H₀₂ was” There is no significant difference of the mean score of perceived parental acceptance - rejection of Std 7 girls and boys of Upper Primary School in Gandhinagar city”. The hypothesis was tested using PAR values statistically. Following Table No.4.2 indicates the analysis of this hypothesis.

Table No.4.2
Comparison of Mean score of Perceived Parental Acceptance-Rejection of class 7
understanding in context of Gender

Gender	N	Mean	SD	SED	t-value	Level of Significance
Girls	93	164.086	19.152	2.793	1.372	Not Significant
Boys	88	167.920	18.431			

Table No.4.2 shows the data for Perceived Parental Acceptance- rejection on the PAR rating scale. The mean score and SD for Parental Acceptance Rejection of class 7 girl are 164.086 and 19.152 respectively whereas the mean score and SD for Parental Acceptance Rejection of class 7 boy is 167.920 and 18.431 respectively. t-value is 1.372 which is less than 1.96. The t-score is 1.372 which is lower than the table value at 0.01 levels. This shows the difference between the two mean scores is not significant.

Thus, the null hypothesis "There is no significant difference between the mean score of perceived parental acceptance-rejection of Std 7 girls and boys of Upper Primary School in Gandhinagar city”. Hence, it is drawn from the data that there is no difference in level of perceived parental acceptance-rejection between the Girl and boy of class 7.

H₀₃ was” There is no significant difference between the mean score of perceived parental acceptance- rejection of Std 8 girl and boy of Upper Primary School in Gandhinagar city”. The hypothesis was tested using PAR values statistically. Following Table N Indicates the analysis of this hypothesis.

Table No.4.3
Comparison of Mean score of Perceived Parental Acceptance-Rejection of class 8 understanding in context of Gender (GIRL/BOY)

Gender	N	Mean	SD	SED	t-value	Level of Significance
Girls	86	168.941	22.112	3.155	0.774	Not Significant
Boys	116	166.5	22.248			

The Table No.4.3 shows the data for Perceived Parental Acceptance- rejection on PAR rating scale. The mean score and SD for Parental Acceptance Rejection of class 8 Girls are 168.941 and 22.112 respectively whereas the mean score and SD for Parental Acceptance Rejection of class 7 boys are 166.5 and 22.248 respectively.

The t-value is 0.774 which is less than 1.96. The ‘t’ -score is lower than the table value at 0.01 levels. This shows the difference between the two mean scores is not significant.

Thus, the null hypothesis "There is no significant difference between the mean score of perceived parental acceptance-rejection of Std 8 girls and boys of Upper Primary School in Gandhinagar city”. Hence, it is drawn from the data that they do not differ in level of perceived parental acceptance-rejection in reality.

H₀₄ was” There is no significant difference between the mean score of perceived parental acceptance- rejection of Std 7 & 8 girl and boy of Upper Primary School in Gandhinagar city”. The hypothesis was tested using PAR values statistically. Following Table No.4.4 Indicates the analysis of this hypothesis.

Table No.4.4

Comparison of Mean score of Perceived Parental Acceptance-Rejection of class 7 understanding in context of higher and lower achievement.

Achievement	N	Mean	SD	SED	t-value	Level of Significance
High	158	165.746	18.772	4.383	0.365	Not Significant
Low	23	167.374	19.761			

Table No.4.4 shows the data for Perceived Parental Acceptance- rejection on the PAR rating scale. The mean score and SD for the high and low achievement of class 7 students are 165.746 and 18.772 respectively whereas the mean score and SD for the high and low achievement of class 7 students are 167.374 and 19.761 respectively. The t-score is 0.365 which is lower than the table value 1.96. This shows the difference between the two mean scores is not significant.

Thus, the null hypothesis "There is no significant difference of the mean score of perceived parental acceptance-rejection of Std 7 students of Upper Primary School in Gandhinagar city regarding their high and low achievement”.

Hence, it is drawn from the data that class 7 students have equal levels of parental acceptance-rejection regarding their high and low achievements.

H₀₅ was” There is no significant difference between the mean score of perceived parental acceptance- rejection of Class 8 students of Upper Primary School in Gandhinagar city with reference of their high and low achievement”. The hypothesis was tested using PAR rating scale values statistically. Following Table No.5 indicates the analysis of this hypothesis:

Table No.4.5
Comparison of Mean score of Perceived Parental Acceptance-Rejection of class 8
understanding in context of Achievement

Achievement	N	Mean	SD	SED	t-value	Level of Significance
High	179	167.374	22.464	4.519	0.321	Not Significant
Low	23	168.826	20.126			

Table No.4.5 show the data for Perceived Parental Acceptance- rejection on the Parental acceptance-rejection rating scale. The mean score and SD for Parental Acceptance Rejection of class 8 are 167.374 and 22.464 respectively whereas the mean score and SD for Parental Acceptance Rejection of class 8 are 168.826 and 20.126 respectively

Table values are 1.96 and 2.58 and 0.01 level respectively. The t-score is 0.321 which is lower than the table value at 0.01 levels. This shows the difference between the two mean scores is not significant.

Thus, the null hypothesis "There is no significant difference of the mean score of perceived parental acceptance-rejection of class 8 of Upper Primary School in Gandhinagar city with the reference of their high and low achievement” is not rejected. Hence, it is drawn from the data that class 8 has an equal level of parental acceptance-rejection.

H₀₅ was” There is no significant difference between the mean score of perceived parental acceptance- rejection of Class 7 And 8 girl students of Upper Primary School in Gandhinagar city with reference of their high and low achievement”. The hypothesis was tested using PAR rating scale values statistically. Following Table No.6 indicates the analysis of this hypothesis:

Table No.4.6

Comparison of Mean score of Perceived Parental Acceptance-Rejection of class7- & 8 GIRLS understanding in context of Achievement

Achievement	N	Mean	SD	SED	t-value	Level of Significance
Girls-7	93	164.086	19.152	3.103	1.564	Not Significant
Girls-8	86	168.941	22.112			

Table No.4.6 shows the data for Perceived Parental Acceptance- rejection on the PAR rating scale. The mean score and SD for the high and low achievement of class 7 and 8 girl students are 164.086 and 19.152 respectively whereas mean score and SD for the high and low achievement of class 7 and 8 girl students is 168.941 and 22.112 respectively. Table values are 1.96 and 2.58 and 0.01 level respectively.

The t-score is 1.564 which is lower than the table value at 0.01 levels. This shows the difference between the two mean scores is not significant.

Thus, the null hypothesis "There is no significant difference of the mean score of perceived parental acceptance-rejection of Std 7 and 8 girl students of Upper Primary School in Gandhinagar city regarding their high and low achievement” is true. Hence, it is drawn from the data that class 7 and 8 girl students do not differ in parental acceptance-rejection regarding their high and low achievements in reality.

H₀₇. was” There is no significant difference between the mean score of perceived parental acceptance- rejection of Class 7 And 8 boy students of Upper Primary School in Gandhinagar city with reference of their high and low achievement”. The hypothesis was tested using PAR rating scale values statistically. Following Table No.7 indicates the analysis of this hypothesis:

Table No.4.7

Comparison of Mean score of Perceived Parental Acceptance-Rejection of class7- & 8 boys understanding in context of their higher Achievement

Achievement	N	Mean	SD	SED	t-value	Level of Significance
Boys-7	88	167.920	18.431	2.850	0.498	Not Significant
Boys- 8	116	165.5	22.247			

Table No.4.7 shows the data for Perceived Parental Acceptance- rejection on the PAR rating scale. The mean score and SD for the high and low achievement of class 7 and 8 boys are 167.920 and 18.431 respectively whereas the mean score and SD for the high and low achievement of class 7 and 8 boys are 165.5 and 22.247 respectively.

Table values are 1.96 and 2.58 and 0.01 level respectively. The t-score is 0.498 which is lower than the table value at 0.01 levels. This shows the difference between the two mean scores is not significant.

Thus, the null hypothesis "There is no significant difference of the mean score of perceived parental acceptance-rejection of Std 7 and 8 boy students of Upper Primary School in Gandhinagar city regarding their high and low achievement" is true. Hence, it is drawn from the data that class 7 and 8 boys have equal levels of parental acceptance-rejection regarding their high and low achievements.

4.3 CONCLUSION

The researcher has thus analyzed the data and described the findings in this chapter. This has fulfilled the objectives of studying the variables. To test the hypotheses, that has formulated initially, the researcher has carried out statistical tests. Testing each hypothesis has provided valuable insights and results about the variables and their relationships.

CHAPTER-5
SUMMARY, FINDINGS,
SUGGESTIONS AND
CONCLUSION

S.No	<u>Index</u>
5.0	Introduction
5.1	Summary of the research
5.2	Major findings of the study
5.3	Discussion of the findings
5.4	Educational Implications based on the research
5.5	Suggestions for further Research
5.6	Conclusion

5.0 INTRODUCTION

In this previous chapter, statements of the problem, a review of theoretical literature and review of previous research, objectives and hypothesis of the study, research methodology, data analysis and interpretations were discussed in detail. In this chapter, methodology, data analysis and interpretation were discussed in detail. In this chapter, a brief introduction of summary, suggestions for further research as well as conclusion were included. In summary, suggestions for further research as well as a conclusion were included. The summary includes a short preview of previous chapters 1,2,3 and 4 are findings of the study of understanding and opinions of children's perception regarding parental acceptance and rejection. Suggestions and recommendations for future research were also discussed based on the findings of the research.

5.1 SUMMARY OF THE RESEARCH

Following are the summary of the Research:

5.1.1 STATEMENT AND TITLE OF THE PROBLEM

Statement of the Problem is :

The common problem is being seen these days that adolescents are suffering from depression, anxiety, mental disorders, staying in bad company, bad performance in academics, misbehavior and maladjustment. The root causes of the above issues are related to children's psychology they feel eternal and the environment in which they live. Parental acceptance and rejection make the foundation of their psychological well-being. So, it is important to study the opinion of children regarding their parental acceptance or rejection. Children perceived parental acceptance and rejection lay the foundation of their future personality, self-concept, beliefs and values. To make strong future youth, it is necessary to give a positive environment for growing children and also important to diffuse the issues between the parents and children relations. This present study was an effort to know the causes of the problem. The present study was survey research to investigate the opinion of children's perception regarding their parental acceptance and rejection.

TITLE OF THE STATEMENT:

**UPPER PRIMARY SCHOOL STUDENTS' PARENTAL ACCEPTANCE-
REJECTION IN GANDHINAR CITY.**

5.1.2 DEFINITIONS OF THE TERMS

Classical definition: A classical definition is the theoretical concepts, meaning, model, Principle's based statement.

Operational Definition: An operational definition is the statement of procedures the researcher is going to use to measure specific variables.

Perception

Classic Definition: According to Robbins, Perception is a psychological process through the experience gained by the five senses; individuals can process responses into positive or negative perceptions.

Operational Definition: In the present study, Perception refers to the children's views or opinions regarding parental acceptance and rejection. Perception is a process to understand the actions of parents towards them.

Acceptance:

Classic Definition: Wikipedia contributors (2023), Acceptance in human psychology is a person's assent to the reality of a situation, recognizing a process or condition (often a negative or uncomfortable situation) without attempting to change it or protest it.

Operational Definition: In the present study, Acceptance is determined by data that show the way affection, care, warmth, concern, support, comfort, love or nurturance that a child feels or experiences from the parents.

Rejection:

Classic Definition: Rejection is the meaning of rejection is the action of rejection; the state of being rejected, Marriam webster dictionary (2023).

Operational Definition: Rejection is determined by the data which show the absence of affection, care, warmth, concern, support, comfort, love or nurturance which a child feels or experiences from the parents.

5.1.3 OBJECTIVES OF THE STUDY

The study has been conducted with the following objectives:

- To study the children's perception regarding parental acceptance and rejection of Upper Primary school in Gandhinagar city.
- To study the children's perception regarding parental acceptance and rejection of Upper Primary school in Gandhinagar city based on their class.
- To study the children's perception regarding parental acceptance and rejection of Upper Primary school in Gandhinagar city based on Gender.
- To study the relationship between parental acceptance and rejection and their achievements.

5.1.4 VARIABLES OF THE STUDY

The following were the variables of the present study:

Independent variables:

The variable which affects the variable under the measurement is called an independent variable. In the present study, the independent variables were:

- Class: 7 and 8
- Gender of the children: Girl and Boy
- Achievement score: High and low

Dependent variable:

- Perception of children regarding parental acceptance and rejection.

5.1.5 HYPOTHESES IOF THE STUDY

The Null hypotheses for the present study are as follows:

H₀₁- There is no significant difference in the mean score of perceived parental acceptance-rejection of Classes 7 and 8 of Upper Primary School in Gandhinagar City.

H₀₂- There is no significant difference between the mean score of perceived parental acceptance rejection of Class 7 girls and boys of Upper Primary School in Gandhinagar city.

H₀₃- There is no significant difference between the mean score of perceived parental acceptance rejection of Class 8 girls and boys of Upper Primary School in Gandhinagar city.

H₀₄- There is no significant difference between the mean score of perceive parental acceptance- rejection of Class 7 of Upper Primary School in Gandhinagar City regarding their high and low achievement.

H₀₅- There is no significant difference between the mean score of perceived parental acceptance-rejection of Class 8 of Upper Primary School in Gandhinagar City regarding their high and low achievement.

H₀₆- There is no significant difference between the mean score of perceived parental acceptance-rejection of Classes 7 and 8 girls of Upper Primary School in Gandhinagar city regarding their high and low achievement.

H₀₇- There is no significant difference between the mean score of perceived parental acceptance-rejection of Classes 7 and 8 boys of Upper Primary School in Gandhinagar city regarding their high and low achievement.

5.1.6 DELIMITATIONS OF THE STUDY

- The present study was limited to the children of Gandhinagar Metropolitan City. The study was limited to children of Upper Primary Class that were classes VII to VIII.
- The study was conducted on the children of VII and VIII in a Gujarati Medium Upper Primary Government School in Gandhinagar Metropolitan City. The present study was limited to the students who were studying in the academic year 2022-23.
- For measuring the student's achievement. The investigator collected academic achievement data from the school based on previous scoring.
- The total number of samples in the study was 3 adolescents.

5.1.7 POPULATION AND SAMPLE OF THE STUDY

The population of the study

In the present study, the students of Std 6 to 8 of 32 Gujarati Medium Government Upper Primary Schools of Gandhinagar city had been taken as the population.

Sample of the study:

For the present study, the researcher had prepared a list of Gujarati Medium Government Upper Primary Schools to run in Gandhinagar city as the population.

Among them, some schools had been randomly selected by lottery method for the selection of the data. Students of the class VII and VIII had been selected by a cluster random sampling from selected schools as a sample. The size of the sample was restricted to 300 students. The sample consisted of both genders (Male/Female). The Achievement of the subjects had been collected from school based on previous achievements scored in the year 2022-23.

5.1.8 RESEARCH METHOD

In the present study, the quantitative research method was used.

5.1.9 RESEARCH TOOL

In the present study, a measure of children's perception regarding parental acceptance and rejection scale was made in the form of point 5 rating scale.

TOOL- Parental acceptance-rejection Rating Scale

Description of the components of the tool

The Perceived Parental Acceptance rejection questionnaire (PARQ) was a self-report questionnaire that was designed to measure the respondent's assessment regarding the way their parents treated them.

Following were the four components of the rating scale:

- Warmth/Affection
- Aggression/Hostility
- Neglect/Indifference
- Undifferentiated/Rejection

TABLE 5.1
Different Components of Scale

Sr.no	Components	No. of Items
i.	Parental warmth/affection	20
ii.	Aggression/hostility	15
iii.	Parental Neglect/Indifference	15
iv.	Rejection /Undifferentiated	10
	TOTAL ITEMS	60

Administration of the Test

The PAR scale was a self-report questionnaire that could be completed from 25 minutes to 30 minutes. There are sixty (60) items in the questionnaire. Five lines were drawn after each sentence:

- (1) Almost always true
- (2) Sometimes true
- (3) Neutral
- (4) Rarely true
- (5) Rarely true

Before administering the questionnaire, the students were properly motivated. The classrooms were properly organized. After proper rapport building, the test was administered to sample subjects. A copy of the booklet is given in appendix No.I

Scoring Procedure

There were no right or wrong answers to any statement. There were five responses to one statement- almost always true, sometimes true, neutral, rarely true and rarely true. 'Almost always true' is assigned a score of 5 points, 'sometimes true' a score of 4 points, 'Neutral' a score of 3, 'rarely true' a score of 2 points and 'rarely true' a score of 1 point.

After scoring the five areas of PARQ, all items in Rating scale.

Reverse score -1

The warmth/affection scale and Parental Neglect/Indifference were reverse scored. Total 27 items were reverse scored.

5.1.10 DATA COLLECTION

Data collection was the actual process of collecting information that the research wished to study analyzed and interpreted.

Permission was taken from the principal for collecting the data. It required patience and persistence in data collection, as many of the schools did not cooperate in the beginning but finally, they consented due to constant requests for counselling. On the other hand, some of the schools showed keen interest and requested the researcher to provide the results of the study. Data were collected from Gujarati Medium Government Schools of Gandhinagar City with the permission of the School Principal and school authorities.

The researcher had a good experience also in the process of data collection as there were opportunities to meet new people, thus getting an insight into the environment of different schools and their working styles. A parental acceptance and rejection scale Tool was designed and copies were distributed in raw form among the students of the selected schools during the working period. The tool was used to collect views of children's perceptions towards their parental acceptance and rejection.

When data collection was started students were very enthusiastic about the study. They showed their curiosity regarding the study. Children were given their responses with full enthusiasm. The researcher explained the motives of the study

5.1.11 DATA ANALYSIS

The analysis is a crucial process of research. The data was first scored according to the scoring pattern of the scale and then analyzed using descriptive and differential statistical analysis. The present study collected data entered in M.S Excel worksheets and classified based on variables, objectives and hypotheses. Then the total score was calculated for each question and was subjected to further statistical analysis.

The statistical analysis method was applied to analyze the children's perceptions regarding parental acceptance and rejection. The Scale on the sample of 300 adolescents (Boy/Girl),

the investigator used the data to distinguish the extreme groups of accepted and rejected adolescents based on perceptions, gender and achievements. Descriptive statistical techniques, Mean, Standard Deviation and SED and t score were calculated for all the variables. Hypotheses were tested by calculating the t-score. With the help of all t-score, level of significance was determined and a conclusion was arrived.

After the scoring of the collected data of parental acceptance/rejection was completed, the data were subjected to statistical analysis by using mean, S.D, t-test and Correlation. For proper presentation of data, bar diagrams and line graphs were also plotted.

5.2 MAJOR FINDINGS OF THE STUDY

The following are the major findings of the study:

- Parental acceptance-rejection are almost the same for classes 7th and 8th.
- Parental acceptance-rejection are almost the same for Girls and Boys of classes 7.
- Parental acceptance-rejection are almost the same for Girls and Boys of classes 8.
- Parental acceptance-rejection are almost the same for High and Low achievement of class 7th students.
- Parental acceptance-rejection are almost the same for High and Low achievements of class 8 students.
- Parental acceptance-rejection are almost the same for classes 7th and 8th boys.

Hence, it can be revealed that Class differences are not real determining factors for parental acceptance-rejection. Gender differences are not determining factors for parental acceptance-rejection. It means both genders are equally acceptable. Academic Achievement is not a determining factor of the parental acceptance-rejection scale. It means that the understanding of parental acceptance-rejection is almost the same for high and low achievements of the students.

5.4 EDUCATIONAL IMPLICATIONS OF THE RESEARCH

Every Research is conducted to benefit the society. Every Study affects its stakeholders. The present Research provides information to study children mind and understand the causes and circumstances.

- The present study helps the parents to understand their children psychology. It will help them to understand the children perception towards the which help them to enhance their bonding.
- The research finding will help the teachers, care taker and loved ones to understand the level of their child's development and to help them to plan such activities to resolve the behavioral issues of children.
- A parenting counselling or training module for parents can be designed by the schools would be help the parents to understand adolescents.
- The Research Finding help the psychologist, therapist, policy maker, healer or counsellor to study the children IQ, EQ and SQ level.
- The research finding will also help the parents to groom the personality of their children.

5.4 SUGGESTIONS FOR FURTHER RESEARCH

Based on the research some new areas of research can be identified. Some suggesting problems for further studies can be enlisted here below:

- A study of parental acceptance rejection on the basis of types of family, socio-economic status and level of education of parents,
- A study of maternal acceptance rejection of working and non-working mother.
- A study of maternal and paternal rejection and its negative effects in child development.
- A Study long term Effect of acceptance-rejection by Parents, teachers and Peers on educational achievement and Success.
- A study of parental acceptance rejection and emotional stability of children in Gandhinagar city
- Parental acceptance-rejection and foundation of self-concept and personality of children in Gandhinagar city.
- Parental; rejection and Criminal behavior rate in Adolescents

- A study of warmth dimensions of parenting in Gujarat.
- A study of Parental rejection and aggression in adolescents in Gujarat.

5.5 CONCLUSION

The present study was conducted to know the opinion of children regarding parental acceptance-rejection. The findings are obtained using descriptive Survey Method. Therefore, this research work concludes that children gender, class and their high low achievements do not influence the Parental Acceptance-Rejection. It means that children of Gandhinagar city are parentally accepted and their parental acceptance do not discriminate on the basis Gender, Classes and Achievements.

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APPENDIX

APPENDIX-I

Final Version(draft) of Tool: Parental Acceptance-Rejection Scale

માતા - પિતાની સ્વીકૃતિ અને અસ્વીકાર પ્રત્યે બાળકોની ધારણ સ્કેલ

શાળાનું નામ :

વિદ્યાર્થીનું નામ :

અર્ધવાર્ષિક પરીક્ષામાં મેળવેલ ગુણ :

લિંગ: છોકરો

છોકરી

સૂચના:

- નીચે આપેલા કેટલાક વિધાનો છે જે દર્શાવે છે કે તમે તમારા પ્રત્યેના વર્તન વિશેના દરેક વિધાન સાથે કેટલા સહમત છો. તે દર્શાવવાનું છે જેના માટે ૫ પ્રતિચારો પૈકી કોયીપણ એક અનામાં ✓ ની નિશાણીકરવાની છે . કૃપા કરીને કોઈપણ પ્રતિચાર આપવાનું છોડશો નહીં.

ક્રમાંક.	વિધાનો	સંપૂર્ણ સહમત	સહમત	તટસ્થ	અસહમત	સંપૂર્ણ અસહમત
1.	જ્યારે પણ હું સારું કામ કરું છું ત્યારે મારા માતા-પિતા મને ભેટી લે છે.					
2.	મારામાતા-પિતા મારા વિશે સારી વાતો અન્ય લોકો ને કહે છે.					

3.	જ્યારે હું કંઈક ખરાબ અને અનિચ્છની કરું છું, ત્યારે તેમને ઠપકો આપે છે.					
4.	મારા માતા પિતા મને ખરેખર પ્રેમ કરતા નથી.					
5.	મારા માતા પિતા મને તેમની દિનચર્યા વિશે જણાવે છે અને હું જે કહું છું તે તેઓ ધ્યાનથી સાંભળે છે.					
7.	મારા માતા-પિતા મારા માં પૂરો રસ લે છે અને મને ખુશ રાખવાનો પ્રયાસ કરે છે.					
8.	મારા માતા-પિતા ખુશી થી મને મિત્રોને ઘર પરલાવવાની મંજૂરી આપે છે.					
9.	મારા માતા-પિતા બીજા ની સામે મારી મજાક ઉડાવે છે.					
10.	જ્યાં સુધી મારી સાથે કોઈ તકલીફ થતી નથી, ત્યાં સુધી મારા માતા-પિતા મારી કાળજી લેતા નથી.					
11.	જ્યારે મારા માતા-પિતા ગુસ્સે થાય છે, ત્યારે તેઓ મારા પર ખૂબ બૂમો પાડે છે.					

12.	મારા માતા-પિતા મારી સાથે એવી રીતે વર્તે છે કે મારા મનની વાત હું તેમને સ્પષ્ટપણે કહી શકું છું.					
13.	મારા માતાપિતા મારા પ્રત્યે કઠોર અને નિર્દયી છે.					
14.	મારા માતા-પિતા મને જોઈને ખુશ થાય છે.					
15.	મારા માતા-પિતા મને નવું શીખવા માટે પ્રોત્સાહિત કરે છે અને મદદ કરે છે.					
16.	જ્યારે હું સાડું કામ કરું છું, ત્યારે તેઓ મારા કામ પર ગર્વ અનુભવે છે.					
17.	મારા માતા-પિતા મારી ભૂલ ન હોય છતાંપણ ત્યારે પણ મને મારે છે.					
18.	મારા માતાપિતા ભૂલી ભૂલી જાય છે કી માટે શું સાડું છે .					
19.	હું મારા માતા-પિતા માટે બોજ છું.					
20.	મારા માતા-પિતા ઘણીવાર અન્ય લોકો સમક્ષ મારી પ્રશંસા કરે છે.					
21.	જ્યારે મારા માતા-પિતા ગુસ્સે થાય છે, ત્યારે તેઓ મને સજા કરે છે.					

22	મારા માતા-પિતા મને સારો પૌષ્ટિક ખોરાક આપે છે.					
23	મારા માતા-પિતા મારી સાથે ઉત્સાહ અને પ્રેમથી વાત કરે છે.					
24.	મારા માતા-પિતા ગુસ્સામાં હોય ત્યારે મારી સાથે દુર્વ્યવહાર કરે છે.					
25.	મારા માતા-પિતા એટલા વ્યસ્ત છે કે તેઓ મારી સમસ્યાઓ ભૂલી જાય છે.					
26.	મારા માતા-પિતા મારાથી અસંતુષ્ટ છે					
27.	મારા માતા-પિતા સારા કામ માટે મારી પ્રશંસા કરે છે.					
28.	મારા માતા-પિતા મને ગુસ્સો અપાવે છે અને ખીજવે છે .					
30.	મારા માતા-પિતા મારા કામમાં રસ દેખાડે છે.					
31.	મારા માતા-પિતા મને કડવી વાતો કહે છે.					
32.	જ્યારે મને તેમની મદદની જરૂર હોય ત્યારે તે મને ના કહી દે છે.					

33.	જ્યારે હું મુશ્કેલીમાં આવી હોવું છું, ત્યારે મારી ભૂલને ધ્યાનમાં લઈને સહાનુભૂતિ આપતા નથી.					
34.	મારા માતા-પિતાને લાગે છે કે મારે તેમની ખુબજ જરૂર છે.					
35.	મારા માતા-પિતા મને કહે છે કે હું તેમને ખૂબ હેરાન કરું છું.					
36.	મારા માતાપિતા મારા પર ખૂબ ધ્યાન આપે છે.					
37.	મારા માતાપિતા મને કહે છે કે જ્યારે હું સાડું વર્તન કરું છું ત્યારે તેમને મારા પર કેટલો ગર્વ થાય છે.					
38.	મારા માતાપિતાએ મારી લાગણીઓને ઠેસ પહોંચાદી છે.					
39.	મારા માતાપિતા આ મહત્વપૂર્ણ ઘટનાઓને ભૂલી જાય છે જે મને લાગે છે કે તેઓએ યાદ રાખવું જોઈએ.					
40.	મારા માતા-પિતા મને કહે છે કે જ્યારે હું ખરાબ વર્તન કરું છું ત્યારે તેઓ મને પ્રેમ કરતા નથી.					

41.	મારા માતા-પિતા મને કહે છે કે હું જે પણ કરું છું તે તેમના માટે મહત્વપૂર્ણ છે.					
42.	જ્યારે હું ભૂલ કરું ત્યારે મારા માતા-પિતા મને ડરાવે છે અને ધમકી આપે છે.					
43.	મારા માતા-પિતા મારી સાથે સમય પસાર કરવાનું પસંદ કરે છે.					
44.	જ્યારે હું દરી જાઉં છું અથવા અસ્વસ્થ હોઉં છું ત્યારે મારા માતા-પિતા મને મદદ કરે છે.					
45.	જ્યારે હું સારી રીતે વર્તન કરતો નથી ત્યારે મારા માતા-પિતા મારા મિત્રોની સામે મને અપમાન કરે છે.					
46.	મારા માતા-પિતા મારી સાથે રહેવાનું ટાળે છે.					
47.	મારા માતાપિતા મારા વિશે ફરિયાદ કરે છે.					
48.	મારા માતાપિતા મારા અભિપ્રાયનો આદર કરે છે અને તે વ્યક્ત કર્યા પછી મને પ્રોત્સાહિત કરે છે.					
49.	મારા માતા-પિતા બીજા બાળકને મારા કરતા વધુ સારા માને છે.					

50.	જ્યારે મારા માતા-પિતા મારાથી સંબંધિત કોઈ કામ કરે છે, ત્યારે તેઓ મને જે ગમે છે તેનું ધ્યાન રાખે છે.					
51.	મારા માતા-પિતાને મારા પર વિશ્વાસ નથી					
52.	મારા માતાપિતાની ટીકા મને લાંબા સમયથી પરેશાન કરે છે.					
53.	મારા માતા-પિતા અને મારામાં ઘણીવાર મતભેદ હોય છે.					
54.	મારા માતા-પિતા મારી સરખામણી અન્ય ભાઈ-બહેન અને સંબંધીઓના બાળકો સાથે કરીને મને ટોણો મારતા હોય છે.					
55.	મારા માતા-પિતા મને પસંદ નથી કરતા.					
56.	મારા માતા-પિતા ઈચ્છે છે કે પેહલા હું તેમની દરેક ઈચ્છા પહેલા પૂરી કરું.					
57.	હું મારી સમસ્યા મારા માતા-પિતા સામે જણાવતા ડરું છું.					

58.	ઘરમાં કંઈક થાય છે ત્યારે મારા માતા-પિતા મને દોષ આપે છે.					
59.	મારા માતા-પિતા મને રમવા અને મુસાફરી કરવાની પરવાનગી આપતા નથી.					
60.	મારા માતા-પિતા મને કહે છે કે મારા માટે શું શારું છે અને શું ખરાબ છે.					

APPENDIX-II

List of Populations

List of Schools Selected for collecting the data

Sno.	School Selected for Sampling
1.	Government Upper Primary School Sector -6
2.	Government Upper Primary School Sector -7
3.	Government Upper Primary School Sector -8
4.	Government Upper Primary School Sector -9
5.	Government Upper Primary School Sector -12
6.	Government Upper Primary School Sector -15
7.	Government Upper Primary School no.1 Sector -24
8	Government Upper Primary School no.2 Sector -24
9.	Government Upper Primary School Sector -28

APPENDIX-III

Permission Certificate to collect the Sample

પ્રમાણપત્ર

આથી પ્રમાણપત્ર આપવામાં આવે છે કે વિદ્યાર્થીનું નામ.....
વિષયમાં M.A in Education કરતાં
વિદ્યાર્થી Sadhana એ અમારી સંસ્થાની નીચે દર્શાવ્યા
મુદ્દાની તારીખ અને સમયે મુલાકાત લીધેલ છે.

મુલાકાતનો હેતુ: Data Collection - Parental Acceptance
- Rejection Rating Scale

તારીખ: 30/03/23

સમય: 11:15 AM થી 1:20 pm

સ્થળ:

તારીખ: 30/03/23

ડી. સી. ડી.

વ્યવસ્થાપક

મુખ્ય શિક્ષક

તરકારી પ્રાથમિક શાળા ફતેહપુરા

સેક્ટર-૧૫૦ ગાંધીનગર

સંસ્થાનો વડોદરા સેવા અને શિક્ષકો

APPENDIX-IV

LIST OF EXPERTS

S.No	Experts
1.	Dr. Ashwin Nisarta
2.	Dr. Sanjay Gupta
3.	Dr. Ranjit Sinh Pawar
4.	Ms. Payal Rot