

Gender and socio-economic differences on perceived parental acceptance - rejection among college students of Ranchi University, Ranchi

Nazim Imam^{1*}, Dr. Shashi Kala Singh²

ABSTRACT

The purpose of the present research was to study gender and socio-economic differences on perceived parental acceptance - rejection among college students of Ranchi University, Ranchi. It was hypothesized that boys will perceive more parental rejection than girl's student and students belonging to high socio-economic status will perceive more parental acceptance than students belonging to low socio-economic status. The sample of the present study consisted of 171 under-graduate college going final year students which were selected from various degree colleges of Ranchi University, Ranch. Hindi Adaptation of Rohner's Parental Acceptance-Rejection Questionnaire, (PARQ, Prakash and Bhargava, 1978, Adult Form) was applied to identify perceived parentally accepted and rejected college students. Among 171 college students, 91 identified as parentally accepted whereas, rest 80 identified as parentally rejected students. Among 171 college students, 87 were boys and rest 84 students were girls. 88 students were belonged to high socio-economic status whereas rest 83 belonged to low socio-economic status group. The obtained data was analyzed with the help of Mean, SD and 't' test. Result shows that, boys perceived more parental rejection than girl's student and students belonging to high socio-economic status perceived more parental acceptance than students belonging to low socio-economic status.

Keywords: Parental Acceptance -Rejection, Gender & Socio-Economic Status

Parental acceptance and rejection play very important role in the development of personality. Specifically, parental rejection in childhood, leads to poor emotional intelligence, self-esteem and psychosocial maladjustment among college students. A positive parent-child relationship reflects the parent's creation of a supportive and structured environment that allows for open communication and includes a balance of warmth and effective discipline. Several studies have demonstrated a strong link between a positive relationship with the surviving parent and children's adaptation following the death. Studies have also identified the important role

¹Ph.D. Research Scholar, University Department of Psychology, Ranchi University, Ranchi, India

²(Retd.) Associate Professor, University Department of Psychology, Ranchi University, Ranchi, Jharkhand, India

*Responding Author

Received: November 10, 2019; Revision Received: December 21, 2019; Accepted: December 25, 2019

Gender and Socio-Economic differences on Perceived Parental Acceptance - Rejection among college students of Ranchi University, Ranchi

surviving parents can play in facilitating an ongoing attachment between terminally ill parents and children.

Parental acceptance means warmth, affection, support, concern, love etc. Parents show their acceptance to their child by physical expressions, including behaviors such as hugging, caring, kissing, smiling and by fulfilling their needs and demands. In addition, verbal expressions, including behaviors like saying nice things about the child, complimenting, singing or telling stories to the child, rewarding and praising can be reflections of parental acceptance (Rohner, 1986; Rohner et al., 2012). According to Rohner (1986), parents can be rejecting to the child by behaving in any combination of these four ways: - 1) cold and unaffectionate, 2) hostile and aggressive, 3) indifferent and neglecting and 4) undifferentiated rejecting.

Rejecting parents are defined in PART as those who show carelessness, dislike, neglect, ignore, disapprove of, or resent their children. According to Rohner rejection is manifested around the world in two principal ways, namely, in the form of parental hostility and aggression on the one hand, and in the form of parental indifference and neglect on the other. Hostility includes feelings of anger, resentment and enmity toward the child, whereas indifference refers to a lack of concern or interest in the child. Hostile parents are likely to be aggressive, either physically or verbally, and indifferent parents are likely to be physically or psychologically remote from their children or inaccessible to them (to ignore their children's bids for attention, help, and comfort) and to be unresponsive to the children's needs. Rejection revealed as hostility/aggression and rejection revealed as indifference/neglect express a "damaged" or even an absence Parental acceptance-rejection in the Cypriot family, a social-psychological research 87 of bond of parental attachment. Both of these forms of rejection, in their concrete manifestations, are likely to induce children to feel "unloved" or rejected.

Parental rejection negatively affects the child's self-esteem, emotional development and adjustment pattern. Perceived parental rejection is associated with many mental health issues and different adjustment related problems. Researches show that rejected and neglected children show lower levels of self-confidence, self-adequacy, adjustment and self-esteem compared to their accepted peers, they can be possessive, and repeatedly seek for approval, nurturance and attention (Khaleeq & Rohner, 1975), and they can also have a higher risk of showing delinquency, cruelty, destructiveness, sexual offenses, rebelliousness and being arrested for juvenile alcohol and drug offenses.

Singh, B. and Roy, B. (2014) showed in their study that boys perceive more parental rejection than girl's student. The also found in their study that students belonging to high socio-economic status perceived more parental acceptance than students belonging to low socio-economic status but Najam, N., & Kausar, R. (2011) and Maqsood, (2003) found that male adolescents perceived both parents as more neglecting and rejecting compared to the female adolescents. Munaf and Sardar, (2010) found that there didn't exist gender difference in perceived parental acceptance-rejection.

Sharma (1981) found that in large size families, children received more acceptance than the children of middle and small size families. Socio-economic status had significant effect on mother-child relationship dimensions. High Socio-economic status significantly promoted more acceptances of children by their mothers as compared to children of mothers of low

Gender and Socio-Economic differences on Perceived Parental Acceptance - Rejection among college students of Ranchi University, Ranchi

Socio-economic status. Trivedi (1987) found that parental attitude (acceptance-rejection) was significantly related to socio-economic status. It means students belonging high socio-economic status perceive more parental acceptance whereas students belonging low socio-economic status perceive more parental rejection.

Objectives

The main objective of this study was to examine the gender and socio-economic differences on parental acceptance-rejection among college students.

Hypothesis

Keeping in view the above purpose it was hypothesized that there will be a significant difference between boys and girls, high and low socio-economic status college students in respect of perception of parental acceptance-rejection.

METHODOLOGY

Sample

The present study consisted of 171 under-graduate college students of final year, studying in various discipline and stream in different degree colleges of Ranchi University, Ranchi. The sample was selected by Stratified Random Sampling Technique. Hindi Adaptation of Rohner's Parental Acceptance-Rejection Questionnaire, (PARQ, Prakash and Bhargava, 1978, Adult Form) was applied on college going students to identify perceived parentally accepted and rejected college students. Among 171 college students, 91 were identified as parentally accepted students whereas, 80 were identified as parentally rejected students.

Among 171 college students, 87 were boys and rest 84 students were girls. 88 students were belonged to high socio-economic status whereas rest 83 belonged to low socio-economic status group. The high socio-economic status group taken from families of high income (Taxable income), high parental education (graduate or above) and high parental occupational status (Professor, Doctors, Engineers, IAS etc.), Whereas low socio-economic status group taken from families of low parental income (Rs. 10,000 or below and belong to BPL families), low parental education (Matriculation or below) and low parental occupational status (Driver, watchman, Hawker, Shopkeeper etc.).

Tools Used

- 1. Personal Data Questionnaire:** A personal data sheet developed by the investigator was used to collect information about, their disciplines, streams, types of socio-economic status and gender of subjects.
- 2. Parental Acceptance-Rejection Questionnaire- Adult version (PARQ, Prakash and Bhargava, 1980, Adult Form) Hindi Adaptation of Rohner's** Hindi adaptation of Rohner's Parental Acceptance-Rejection Questionnaire (PARQ), adult version developed by Prakash and Bhargava, 1980 used to identify parentally accepted and rejected college students. Hindi version of PARQ is a reliable and valid measure and has been used in many studies (Sandhu and Bhargava, 1987; Saxena, 1992). The PARQ is a self-report inventory designed to measure individual's perception of parental acceptance and rejection. This questionnaire can be applied on undergraduate college students, age ranged from 18-43 years. Average mean age of this questionnaire is 23 years. This test consists of 60 items. All items are arranged in cyclic order. There are 4 sub-scales in this questionnaire: - (a) Perceived Parental Warmth/Affection Scale, (b) Perceived Parental Aggression/Hostility Scale, (c)

Gender and Socio-Economic differences on Perceived Parental Acceptance - Rejection among college students of Ranchi University, Ranchi

Perceived Parental Neglect/Indifference Scale and (d) Perceived Parental Rejection/Undifferentiated Scale.

Procedure

The above-mentioned tests were administered on college students belonging high and low socio-economic status. After strictly following manual of PARQ scoring done and then after participants were divided into two groups: - Parentally accepted and rejected group. Students who scored 93 or less than 93 on PARQ considered parentally accepted and students who scored 133 or more than 133 considered as parentally rejected. 91 parentally accepted and 80 parentally rejected college students were identified by applying PARQ from the various college of Ranchi University, Ranchi.

Statistical Analysis

In the light of hypothesis of the study, the data analyzed by Mean, SD, and t-test. Analysis done by using SPSS and also graphical representation done.

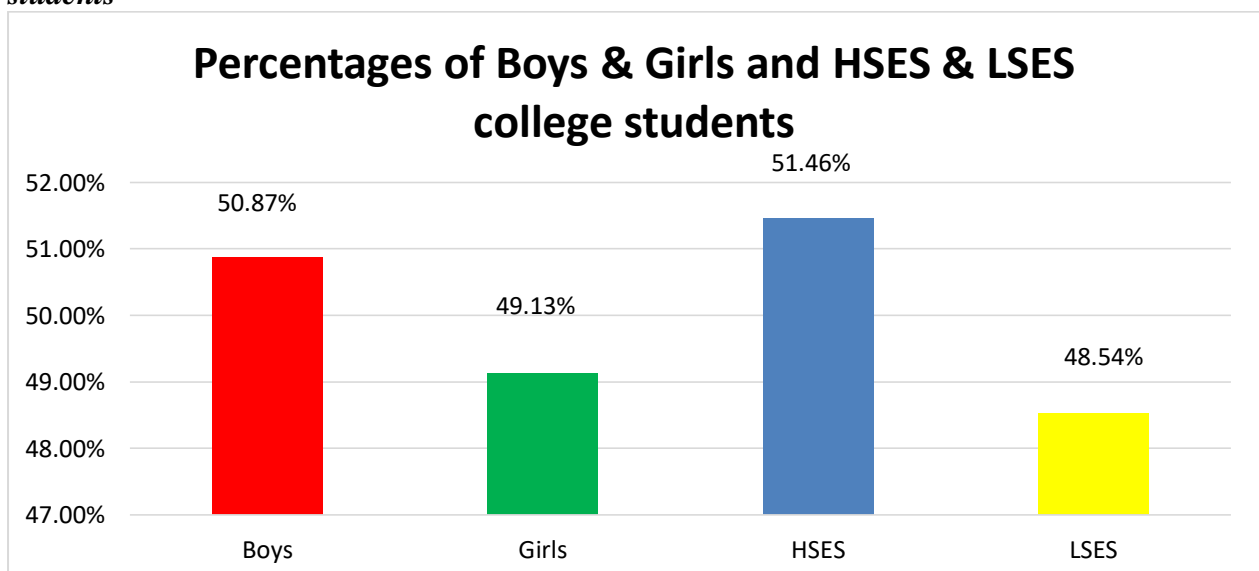
RESULT & DISCUSSION

The data was analyzed to see gender & socio-economic differences on PARQ.

Table 01: Number and Percentages of parentally accepted and rejected college students

| Groups | Parentally Accepted 91 (53.09%) | | Total | Parentally Rejected 80 (46.91%) | | Total |
|---------------------------|------------------------------------|--------|-------|------------------------------------|--------|-------|
| | N | % | | N | % | |
| Boys, 87 (50.87%) | 46 | 52.87% | 91 | 41 | 47.12% | 80 |
| Girls, 84 (49.13%) | 45 | 53.57% | | 39 | 46.43% | |
| HSES, 88 (51.46%) | 57 | 64.77% | 91 | 31 | 35.23% | 80 |
| LSES, 83 (48.54%) | 34 | 40.96% | | 49 | 59.04% | |
| Total | 91 + 80 = 171 | | | | | |

Graph: 1 Showing Number and Percentages of parentally accepted and rejected college students



Note: HSES= High Socio-Economic Status

LSES= Low Socio-Economic Status

Gender and Socio-Economic differences on Perceived Parental Acceptance - Rejection among college students of Ranchi University, Ranchi

According to above mentioned table number 01:

1. Among 171 college students, 91 or 53.09% identified as parentally accepted whereas, 80 or 46.91% were identified as parentally rejected students.
2. Among 171 college students, 87 or 50.87% identified as boys whereas, 84 or 49.13% were identified as girls' students.
3. Among 171 college students, 88 or 51.46% identified as high socio-economic status students whereas, 83 or 48.54% were identified as low socio-economic status students.
4. Among 87 boys, 46 or 52.87% were parentally accepted boys whereas rest 41 or 47.12% were parentally rejected boys' students.
5. Among 84 girls, 45 or 53.57% were parentally accepted girls whereas rest 39 or 46.43% were parentally rejected girls' students.
6. Among 88 high socio-economic status students, 57 or 64.77% were parentally accepted students whereas rest 31 or 35.23% were parentally rejected students.
7. Among 83 low socio-economic status students, 34 or 40.96% were parentally accepted students whereas rest 49 or 59.04% were parentally rejected students.

Table 02: Mean, SD and t-values of parental acceptance-rejection scores among Boys and Girls college students

| Group | N | Mean | SD | t-value | P value |
|-------|----|-------|-------|---------|---------|
| Boys | 87 | 62.51 | 12.71 | 2.97 | P<0.01 |
| Girls | 84 | 67.57 | 13.39 | | |

The result given in table 2, shows that the mean scores of boys and girls college students on parental acceptance-rejection were 62.51 and 67.57 respectively. T-value of both groups was 2.97, which was found statistically significant at 0.01 level. It means both boys and girls students differed from each other significantly with regards to parental acceptance-rejection. The mean score of girl's students was (67.57 - 62.51= 5.06) more than boys' students, which indicates that, girls perceived more parental acceptance than boys' students. The findings of the present study have been supported by the earlier studies of Kumari, V. (2014) and Ansari, B (2013).

Table 03: Mean, SD and t-values of parental acceptance-rejection scores among high and low socio-economic status college students.

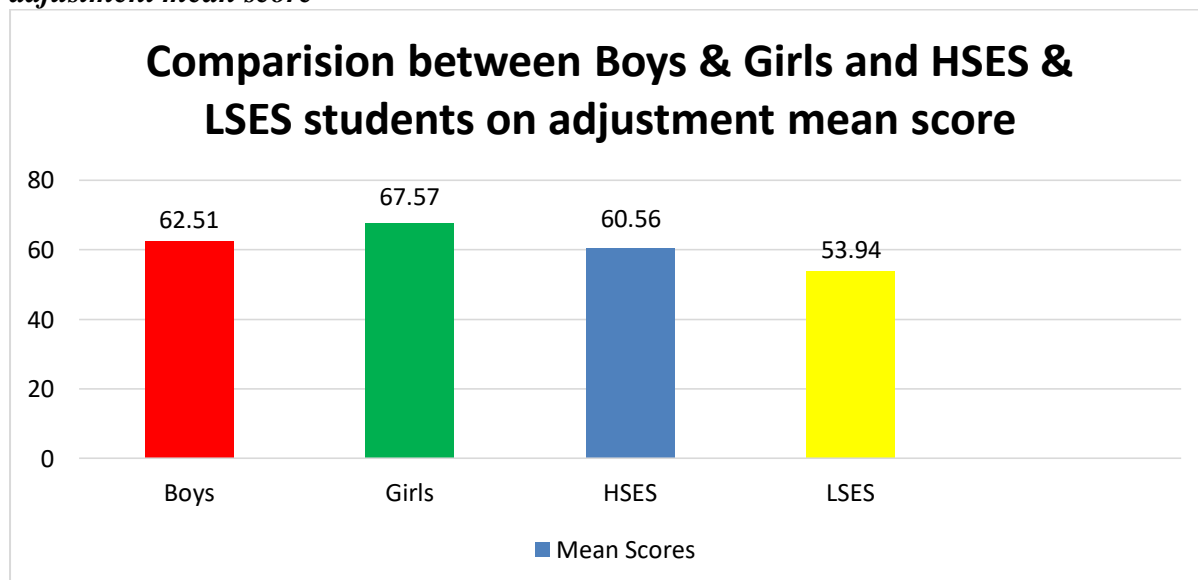
| Group | N | Mean | SD | t-value | P value |
|-------|----|-------|-------|---------|---------|
| HSES | 88 | 60.56 | 16.75 | 2.91 | P<0.01 |
| LSES | 83 | 53.94 | 13.10 | | |

HSES= High Socio-economic status

LSES= Low Socio-economic status

Gender and Socio-Economic differences on Perceived Parental Acceptance - Rejection among college students of Ranchi University, Ranchi

Graph 2 Showing mean difference Boys & Girls and HSES & LSES students on adjustment mean score



The result given in table 3, shows that the mean scores of high and low socio-economic status college students on parental acceptance-rejection were 60.56 and 53.94 respectively. Their mean difference was 6.62, which indicates that, high socio-economic status college students perceived more parental acceptance than low socio-economic status college students. T-value of both groups was 2.91, which was found statistically significant at 0.01 level. It means high and low socio-economic status college students significantly differ from each other with regards to parental acceptance-rejection. The findings of the present study have been supported by the earlier findings of Sharma (1981), Trivedi (1987), Kumari Vinita (2014) and Ansari, B., & Qureshi, S. S. (2013).

CONCLUSION

In the light of the findings of the present study, it has been concluded that Girls students perceived more parental acceptance than Boys students and college students belonging to high and low socio-economic status differ on the perception of parental acceptance-rejection. College students belonging to high socio-economic status had more parental acceptance than college students belonging low socio-economic status.

REFERENCES

- Ansari, B., & Qureshi, S. S. (2013). Parental acceptance and rejection in relation with self-esteem in adolescents. *Interdisciplinary Journal of Contemporary Research in Business*, 4(11), 552-557.
- International Journal of Science and Research (IJSR) ISSN (Online): 2319-7064 Index Copernicus Value (2013): 6.14 | Impact Factor (2013): 4.438.
- Khalique, A., & Rohner, R. P. (2002). Perceived Parental Acceptance-Rejection and Psychological Adjustment: A Meta-Analysis of Cross-Cultural and Intracultural Studies. *Journal of Marriage and Family*, 64,1,54-64.
- Munaf, S., & Sardar, H. (2010b). Gender difference in perceived childhood parental style and Najam, N., & Kausar, R. (2011). Father acceptance-rejection, father involvement and socio – emotional adjustment of adolescents in Pakistan. *Journal of Behavioral Sciences*,22(1), 1-22.

Gender and Socio-Economic differences on Perceived Parental Acceptance - Rejection among college students of Ranchi University, Ranchi

- R.P. Rohner (1990) Handbook for the Study of Parental Acceptance and Rejection, Storrs: Center for the Study of Parental Acceptance and Rejection.
- rebelliousness of daughters. Paper presented at the 1st International Conference for Psychological Sciences and Application, UAE University - Al- Ain, United Arab Emirates.
- Rohner, R.P. (1978). Parental Acceptance & Rejection Questionnaire: Test Manual. National Psychological Corporation Agra.
- Sharma, A. (2000). Emotional Intelligence: A theoretical prospective. Indian Journal of Psychometry and Education, 31(1), 53-56.
- Sharma, S. (2003). A study of emotional intelligence of pupil teachers in relation to socio-economic status, caste and gender (Master's thesis), Jhanshi, Bundelkhand University.
- Sharma, V., & Sandhu, G. K. (2006). A Community Study of association between parenting dimensions and externalizing behavior. Child, and Adolescent Mental Health, 2(2), 45-58.
- Trivedi and Udai Pareek (1964) Social- economic Status Scale:
- Trivedi, K. (2001). Androgyny in Adolescent Boys and Their Self- Esteem as Related to the Employment Status of Their Mother. Indian Psychological Abstract and Review, 10(1), 2003, 186.
- Trivedi, R.S. (1992). Performance Appraisal of Teachers University News, 1992, 30(4), 10-15.
- Vinita, K. S. (2015). Impact of Maternal Acceptance and Rejection on Adjustment Level of Girls.

Acknowledgements

The author appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author declared no conflict of interests.

How to cite this article: N Imam & S K Singh (2019). Gender and socio-economic differences on perceived parental acceptance - rejection among college students of Ranchi University, Ranchi. *International Journal of Indian Psychology*, 7(4), 643-649. DIP:18.01.072/20190704, DOI:10.25215/0704.072