Research Paper

Impact of perceived parental acceptance - rejection on self-esteem among college students of Ranchi University, Ranchi

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ABSTRACT

The purpose of the present study was to examine the impact of perceived parental acceptance - rejection on self-esteem among college students of Ranchi University, Ranchi. It was hypothesized that college students who perceive parental acceptance will have high level of self-esteem than their counterpart who perceive parental rejection. The sample of the study comprised of 171 college going students (91 who perceived parental acceptance and 80 who perceived parental rejection), selected from various degree colleges of Ranchi University, Ranchi on the basis of PARQ score. Hindi Adaptation of Rohner's Parental Acceptance-Rejection Questionnaire, (PARQ, Prakash and Bhargava, 1978, Adult Form) used to identify parentally accepted and rejected students. To collect the required data for the present study Self-Esteem Inventory (Prasad and Thakur, 1977) was administered on all subjects. The obtained data were analyzed with the help of Mean, SD and 't' test. Result showed that parentally accepted students had better level of self-esteem in comparison to the parentally rejected students. On the basis of obtained result, it was also concluded that self-esteem is affected by parental behavior.

Keywords: Parental Acceptance -Rejection & Self-esteem

Parental acceptance refers affection, warmth, support, nurturance, concern, love etc, for a child. Parents show their acceptance to their child by physical expressions, including behaviors such as hugging, caressing, kissing, fulfilling wishes, needs and demands and smiling. In addition, verbal expressions, including behaviors like, praising, rewarding, saying nice things about the child, complimenting, singing or telling stories to the child, can be reflections of parental acceptance (Rohner, 1986; Rohner et al., 2012). Rejecting parents are defined in PART as those who dislike, disapprove of, or resent their children. Parents show their rejection to their child by physical expressions, including behaviors such as scolding, carelessness, ignoring, and by not paying attention. In addition, verbal expressions, including behaviors like saying bad and hard things about the child, and complaining. 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

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and neglect on the other. Parental rejection negatively affects the child's self-esteem, self-hood, emotional development and adjustment.

Parental acceptance and rejection play very important role in the development of personality of the children, specifically that rejection in childhood leads to poor emotional intelligence, psychosocial maladjustment, and poor self-esteem 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 surviving parents can play in facilitating an ongoing attachment between terminally ill parents and children.

Self-esteem is an important concept of psychological health. It is generally referred to as a singular or global construct which reflect a person 's sense of his or her own worthiness. Yet, evidence suggests that overall self- esteem is a synthesis of a number of components of semi-independent facets which correspond to specific domains of experience. These different components may covertly in life experiencing. For instance, global sense of self- esteem involves appraisals of the extent to which person feel they are loveable, competent, morally valuable and able to affect their own lives.

American psychologists Abraham Maslow had included self-esteem in his hierarchy of needs. He described two different forms of esteem: the need for respect from others and the need for self-respect, or inner self-esteem (Maslow, 1987). Respect from others entails recognition, acceptance, status, and appreciation, and was believed to be more fragile and easily lost than inner self-esteem. According to Maslow, without the fulfillment of the self-esteem need, individuals will be driven to seek it and unable to grow and obtain self-actualization. Modern theories of self-esteem explore the reasons why humans are motivated to maintain a high regard for them. Some theory maintains that self-esteem evolved to check one 's level of status and acceptance in one 's social group.

Numerous researchers have demonstrated relationships between self-esteem and their perception of their parents' supporting and controlling behavior. All of these studies have found that parental supportive behavior is positively related to self-esteem and various types of negative controlling behaviors have been found to be negatively related to self-esteem. Yasmin, S. and Hossain, A. (2014) conducted a study on the topic "Relation of parental rejection with self-esteem and life satisfaction of young adults".Parental rejection was found negatively associated with self-esteem as result in this study.

Basit Ansari, (2013) conducted a study on the topic, Parental acceptance and rejection in relation with self - esteem in adolescents. The study aimed at examining relationship of Parental Acceptance and Rejection with Self-Esteem in adolescents. It was hypothesized that parental acceptance will positively, and rejection will negatively affect the child's self-esteem. In this cross-sectional study, 150 individuals with equal representation of male and female were included. The age of participants ranged from 14 to 17 years with minimum 10 years of education. A set of standard instruments comprising Urdu Version of Parental Acceptance-Rejection Questionnaire and Self-Esteem was administered. Pearson Product Moment of correlation applied for data analysis. Findings of the present study showed positive correlation between parental acceptance-rejection and self-esteem. Parentally

accepted adolescents had positive self-esteem and parental rejection found to be associated with negative self-esteem.

Lucy, (2012) conducted a study to examine relationship between parenting style and self-esteem. Data from 183 participants were collected through an outline survey focusing on the relationship between parenting style and self-esteem across a specific age range. Parenting styles were assessed using four factor model while self-esteem was evaluated using two different scales. Result showed a significant correlation between perceived parental acceptance-rejection and self-esteem.

Hamidreza and Mariyam, (2011) conducted a study to examine the relationship between parenting style and self-esteem. 546 Shiraz University students (240 girls and 360 boys) were participated for the study. Steinberg's parenting style scale (2005) and Coppersmiths' self-esteem scale were used as measures of the study. The result showed positive relationship between parenting style and self-esteem.

Objectives
The main objective of this study was to find out impact of perceived parental acceptance-rejection on self-esteem among college students.

Hypothesis
It was hypothesized that perceived parental acceptance-rejection significantly impact on self-esteem. Parentally accepted students will have better self-esteem than rejected students.

Sample
The sample of 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. 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 students identified as parentally rejected. The sample was selected by Stratified Random Sampling Technique.

Tools Used
1. **Personal Data Questionnaire:** A personal data sheet developed by the investigator was used to collect information from students about their disciplines, streams, socio-economic status, religion and gender etc.
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. This questionnaire can be applied on undergraduate college students, age ranged from 18-43 years. There are 4 sub-scales in this questionnaire: - (a) Perceived Parental Warmth/Affection Scale, (b) Perceived Parental Aggression/Hostility Scale, (c) Perceived Parental Neglect/Indifference Scale and (d) Perceived Parental Rejection/Undifferentiated Scale. PARQ consist of total 60 items. Each item has four alternatives and the respondent is asked to choose one which is applicable to him. It is a 4-point Likert type scale having response categories of

"Almost always true"-4," Sometimes true"-3, "Rarely true"-2 and Almost never true"-1. The Reliability and Validity of this test are respectively .86 and .95.

3. **Self-Esteem Inventory (Prasad and Thakur, 1977):** This inventory was developed by M.S. Prasad and G.P. Thakur in 1977. This inventory has 2 parts and each part consists of 30 Items. It is a seven-point scale. This scale assesses two areas, one is personally and socially perceived self. Both personally and socially perceived self-constitute the whole self of the individual. Out of the 30 items, 17 are socially desirable and 13 are socially undesirable. The items which are socially desirable would get 7 scores if answered completely true and 1 if answered completely false. Other intermediate answers would get scores accordingly. The socially desirable items would be scored opposite manner, i.e., the completely false point would get 7 scores and completely true would get 1 score.

Procedure

The above-mentioned tools administered on college students to collect relevant data from them. After the collection of data, scoring was done strictly following the procedures given in the manual of above-mentioned tests.

Statistical Analysis

The data analyzed by using various statistical techniques like; - Mean, SD, t-test and ANOVA. Analysis done by using SPSS and also graphical representation done. T-test used to find out significant mean differences among parentally accepted and rejected college students on self-esteem.

RESULT AND DISCUSSION

The data analyzed to see the impact of perceived parental acceptance-rejection on self-esteem among college students.

Table No:01 Mean difference between parentally accepted & rejected college students on self-esteem

Groups	N	Mean	SD	df	Mean Diff.	t-value	p-value
Parentally Accepted	91	267.19	26.12	169	4.01	1.029	.632
Parentally Rejected	80	271.20	24.52				P<.01
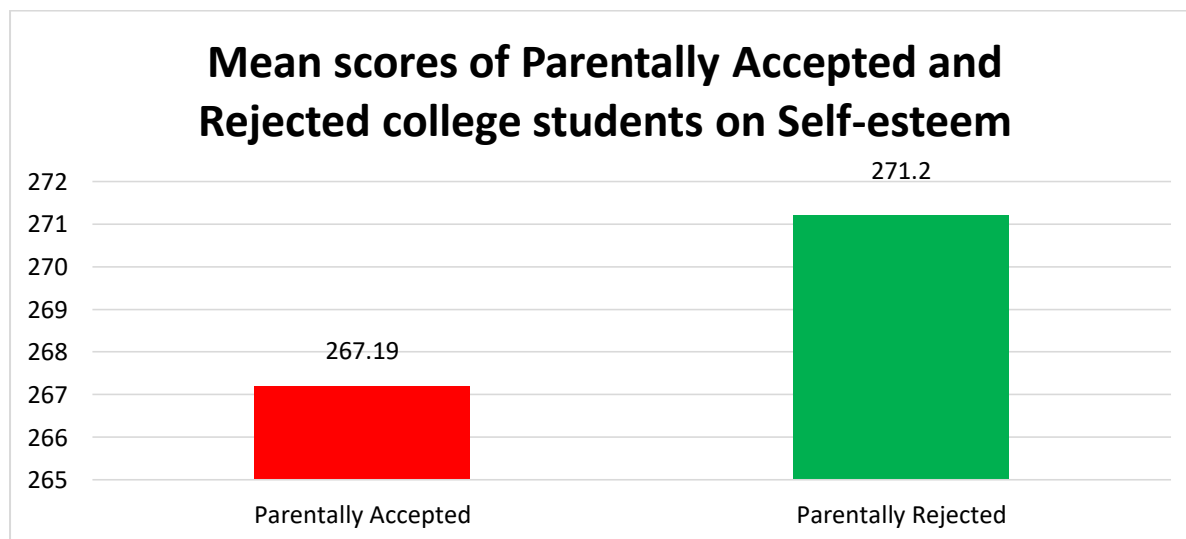
Mean scores of Parentally Accepted and Rejected college students on Self-esteem

The mean score and SD of parentally accepted students were 267.19 & 26.12 respectively whereas mean score and SD of parentally rejected students were 271.20 & 24.52 respectively. The mean difference of both groups was 4.01. The 't' value of both groups was 1.029, which was found significant at 0.01 levels. This shows that, there exist significant mean difference between parentally accepted and parentally rejected college students on self-esteem. It means parentally accepted students had better self-esteem level than parentally rejected students. This result supported by the study of Yasmin, S. and Hossain, A. (2014), and by Basit Ansari, (2013).

Table No: 02 Mean difference between parentally accepted & rejected college students on different dimensions of Self-esteem.

Group	N	Personal Perceived Self-esteem		Social Perceived Self-esteem	
		Mean	SD	Mean	SD
Parentally Accepted	91	137.35	12.87	131.38	12.71
Parentally Rejected	80	132.82	13.74	140.25	11.38
Mean Difference		4.53		8.87	
t-value		2.22		4.78	
p-value		.456 p<.01		.236 p<.01	

Mean scores of Parentally Accepted and Rejected college students on different dimensions of Self-esteem
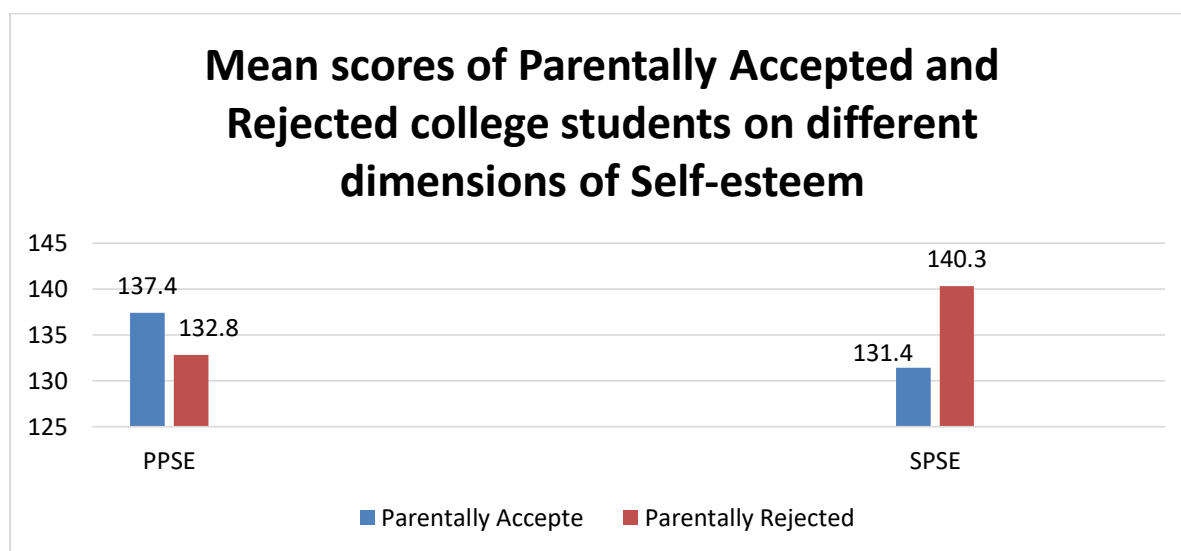
Note: PPSE (Personal Perceived Self-esteem) / SPSE (Social Perceived Self-esteem)

The mean score and SD of parentally accepted students on personal perceived self-esteem were 137.35 & 12.87 respectively, whereas mean score and SD of parentally rejected students on personal perceived self-esteem were 132.82 & 13.74 respectively. The mean difference of both groups was 4.53. The 't' value of both groups was 2.22, which was found significant at 0.01 levels. It means parentally accepted students had more personal perceived self-esteem level than parentally rejected students. The mean score and SD of parentally accepted students on social perceived self-esteem were 131.38 & 12.71 respectively, whereas mean score and SD of parentally rejected students on social perceived self-esteem were 140.25 & 11.38 respectively. The mean difference of both groups was 8.87. The 't' value of both groups was 4.78, which was found significant at 0.01 levels. It means parentally accepted students had more social perceived self-esteem level than parentally rejected students. Basit Ansari, (2013) conducted a study on the topic, Parental acceptance and rejection in relation with self - esteem in adolescents. The study examined the relationship of parental acceptance

& rejection with self-esteem. Findings of the present study shows positive correlation between personal and social self-esteem and parental acceptance-rejection.

CONCLUSION
1. Parentally accepted students had more personal perceived self-esteem than rejected students.
2. Parentally accepted students had more social perceived self-esteem than rejected students.

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