

Indian Journal of Psychological Science

Internationally

Indexed, Refereed and Peer Reviewed

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UGC Approved: Emerging Sources Citation Index:

<https://mjl.clarivate.com:/search-results?issn=0976-9218>

I J P S

The official organ of:



National Association of Psychological Science (Regd)

www.napsindia.org Email: managingeditorijps@gmail.com, Phone: 9417882789

Gender and Territorial Location as Predictors of Perceived Maternal Acceptance/Rejection Attitudes among College Students

Ranvir Kumar

Abstract

The present study is aimed to see the effect of gender (male and female) and location differences (urban/rural) upon Perceived Maternal Acceptance/ Rejection Attitudes among college students. Sample of the study consisted of 200 (100 males and 100 females) respondents. A two-staged sampling method was adopted for selection of respondents. In the first stage two urban and two rural colleges imparting degree level college education were randomly sampled from the Muzaffarpur district in Bihar. In the second stage 25 male and 25 female students were randomly sampled. Thus, the total numbers of two hundred respondents were sampled by using stratified random sampling methods. Stratification was done on the basis of gender and habitat. The parental acceptance-rejection questionnaire (PARQ) developed by Rohner (1979) was used for studying attitude of perceived maternal acceptance and rejection. Means, standard deviations, t-tests, were used to analyze the data. The results reject the null hypothesis that there is no significant difference in the perceived maternal acceptance/rejection as in out of four scales significant differences were found in three of them; warmth/affection, aggression/hostility, rejection/differentiated. On neglect/indifference no significant difference was found and on the total PARQ the differences were found to be significant.

Keywords: Acceptance, Attitudes, Rejection, Hostility, Neglect, Warmth.

About Author: Research Scholar, Dept. of Psychology, LNMU, Darbhanga, Bihar

INTRODUCTION

From the moment of birth, children engage with their parents. This relationship as well as the children's developmental qualities may be influenced by the parents' actions and attitudes towards their offspring. A newborn has a lot of emotional reactions at the beginning of life, but towards the end of the first year, the bond the infant has with the mother or other carer serves as the framework for the emotions the baby develops with other people (Ahmetolu, 2004). Parents have a significant role in

nation's traditions and views on childrearing. Although these traits vary from family to family, socioeconomic status, education, and personal experience all have an impact on how families raise their children.

Parenting-related knowledge, attitudes, and behaviours have been connected to better child development outcomes throughout the

theformative years of a kid's life since their parenting practises have immediate and lasting consequences on a variety of social developmental domains, such as the moral development of the child, peer interactions, and intellectual growth (Bornstein & Bornstein, 2007).

India has a diverse population with differing religious, political, and cultural views on childrearing customs. Given the wide range of Indians, it is challenging to generalise about

past few decades. These findings can serve as the basis for parenting-related programmes, policies, and communications initiatives. To give all parents the information and support they need, there is a lack of consensus regarding the parenting practises that are most important for promoting children's wellbeing. Additionally, effective parenting

knowledge has not always been sufficiently integrated across various service sectors.

Parent-child relationships are important for children's growth and development, as well as for their academic performance, mental and physical health, and social-emotional and cognitive functioning. The welfare of a child is affected by their early experiences throughout their lifetime. In a child's formative years, when their brains are rapidly developing and practically all of their experiences are influenced by their parents and the good or bad circumstances in which they find themselves, the effect of parents may never be greater than at that time. With the help of parents, children's knowledge and skills, as well as their learning expectations, beliefs, and objectives, are all developed and improved. Parents give their children social experiences that help them develop a sense of self and of their place and value in the world. Their decisions and experiences throughout their life are impacted by these understandings.

According to decades of research on diverse parenting practises, parental warmth (acceptance and rejection) and behavioural control are two essential elements of parenting. In their early analyses of parent-child relationships, for example, they discussed the developmental significance of parental acceptance-rejection and behavioural control, even though they occasionally used various terminology like parental warmth, love, and antagonism, or parental discipline, permissiveness, and strictness. Baumrind's (1971) conceptual model of parenting, which incorporates the concepts of authoritative (warm and firm control), authoritarian (rejecting and restrictive control), permissive (warm but loose control), and rejecting/neglecting, is probably the most well-known parenting style. Many scholars all over the world have used it in their studies.

An authoritative parenting approach has been shown to support a child's intellectual, moral, social, and emotional growth. There are

cultural differences in parenting techniques and how children are seen based on their personalities. Authoritarian parenting is acknowledged among Asian ethnic families whose children achieve excellent social and academic results. According to Rohner & Rohner (1981), everyone experiences some warmth and affection from the person they spend their formative years with. The warmth dimension, according to Rohner, is the range of warmth and affection that a kid can perceive, ranging from a lot to nearly none. Parental approval and rejection are two factors that can distinguish the warmth dimension.

The warm, loving, and affectionate feelings that parents have for their children are alluded to. The two ways it expresses itself are physically and verbally. Physical gestures of warmth include hugging, fondling, caressing, approving, kissing, smiling, and encouragement from parents. Verbal gestures of warmth include praise from parents, praises from others, telling stories, singing songs, and speaking lovely or great things to the youngster. Children from welcoming households are more likely to display these traits, but as they age, they may also develop irritability, impatience, or a sense of rejection. Some children in families never know their parents' joy or love, which suggests a connection between the parents' parenting style and the behaviour of the children.

It refers to depict of affection, love or warmth by the child in the way of their parents. It include three major forms (Rohner & Rohner, 1975). 1. Hostility and aggression 2. Indifference and Neglect, 3. Undifferentiated rejection

The internal psychological feelings of an individual or a child are connected to indifference and hatred. Hostility is the term for parents' suppressed anger, resentment, or hatred towards the child. Parents' lack of concern or care for their children is referred to as indifference. Parents exhibit internal behavioural states of neglect and violence.

Aggression comes in two flavours: verbal and physical. Parents can verbally abuse their children by using insulting language, sarcasm, and other cruel or dumb statements, in addition to striking, biting, pushing, shaking, scratching, scorching, and burning them. According to the PAR theory, parents neglect their kids when they don't take care of their wants and interests as well as their needs, including their physical, medical, and educational demands. This suggests that parents' mental and physical absence causes neglect. Parents who are not mentally available to their children are not interacting with them or paying attention to them, whereas parents who are not physically available to them are not being with them. The subjective experience or sensations of being unloved, unwanted, or rejected without distinction are known as undifferentiated rejection in children.

One or both of these behavioural manifestations of rejection is aggression or hostility. These four parenting theories are prevalent across a wide range of socioeconomic and geographic contexts. Due to factors including culture, personality, family size, parental background, socioeconomic situation, level of education, and religion, parenting techniques vary. In general, it is associated with a range of parenting ideologies and environmental factors.

Different cultures have different parenting styles. In America, a mother will compliment her child and be upbeat with her. Because of their faith and ideologies, Indian parents are reticent to praise their kids in front of other people.

Objectives of the study

The following were the objectives of study.

1. To see whether male and female college students differ significantly on their perceived maternal acceptance/rejection attitude

In addition, the parental acceptance rejection score is positively correlated with juvenile delinquency, according to research for examining relationships between perceived parental acceptance-rejection and juvenile delinquency sources (Rafail & Haque, 1999). Non-criminal adolescents perceive their parents as less aggressive, less neglectful, and less rejecting than criminal adolescents.

Home children felt less parental neglect than status offenders did, according to another study examining variations in parental acceptance-rejection and personality organisation between rank offenders and home children. Additionally, there is a bad correlation between the personalities of children who live at home and those who have a status offence (Solangi, 2012).

In 2001 (Khaleque, 2001), the first empirical investigation to test the reformulated postulate of the PARTheory was carried out. In this study, 88 heterosexual adult females from the United States were evaluated to see how perceived acceptance and rejection by close male partners affected their psychological well-being. It also looked at the influence of recalled early experiences of parental acceptance on the relationship between women's adjustment and contemporary partner acceptance. Studies found that women's adjustment was compromised to the extent that they felt their intimate partners rejected them. Additionally, analysis' findings demonstrated that, compared to maternal acceptance, both partners' and fathers' acceptance had a substantially bigger impact on women's psychological adjustment.

2. To see whether urban and rural college students differ significantly on their perceived maternal acceptance/rejection attitude.

Hypotheses

1. There will be significant differences between male and female college students on their perceived maternal acceptance/rejection attitude.
2. There will be significant differences between urban and rural college students on their perceived maternal acceptance/rejection attitude.

METHOD

Sample:

A two-staged sampling method was adopted. In the first stage two urban and two rural colleges imparting degree level college education were randomly sampled from muzaffarpur district.

In the second stage 25 male and 25 female students were randomly sampled. Thus, the total numbers of two hundred respondents were sampled by using stratified random sampling methods. Stratification was done on the basis of gender and habitat. Out of four randomly selected colleges of muzaffarpur district.

Tools used:

The parental acceptance-rejection questionnaire (PARQ) was used. This is a self-report instrument designed to measure individuals' attitude of parental acceptance and rejection developed by Rohner (1979). This tool consist of four scales: 1. Warmth/Affection (20 items), 2. Aggression/Hostility (15 items), 3. Neglect/Indifference (15 items), and 4. Rejection/Undifferentiated (10 items). Total parental acceptance rejection scores give an idea of overall perceived parental acceptance/rejection.

Procedure:

After sampling 200 respondents by using stratified sampling procedure, the locus of control test was administered upon them. In the first stage the test was administered upon respondents of one degree college of urban area. Some difficulty was observed because of the lockdown and closure of the colleges because of Covid-19. However, during this period of closure of the colleges, the investigator resorted to reviewing the literature. After administering the test upon 50 respondents (25 males and 25 females) the investigator collected the data from 50 respondents of one rural degree college in the second phase. In the next phase 50 respondents were administered locus of control test upon 50 respondents (25 males and 25 females) from the second degree college of urban area. In the last phase data were collected from 50 respondents of second rural degree college. Because of Covid-19 and closure of colleges, the data collection relate considerably. Mostly the test administration was done in a group of five to six respondents but sometimes it was administered individually also as per convenience of both the investigator and the respondents. However, test administration was quite successful after establishing good rapport with the respondents and seeking their valuable cooperation.

RESULTS AND DISCUSSION

Table-1

Showing Means, SDs, and t values of Urban and Rural respondents on warmth/affection

Variables	N	Gender	Mean	SD	t	P
Warmth/ Affection	100	Male	41.05	10.4	2.24	0.025
	100	Female	44.45	11.0		
	100	Urban	45.7	11.2	4.81	0.0001
	100	Rural	39.8	10.1		
Aggression/ Hostility	100	Male	30.9	9.2	3.39	0.0008
	100	Female	27.0	6.9		
	100	Urban	26.7	8.8	3.98	0.0001
	100	Rural	31.2	7.4		
Neglect/ Indifference	100	Male	29.0	7.95	0.17	0.858
	100	Female	28.8	7.85		
	100	Urban	24.7	7.6	7.92	0.0001
	100	Rural	33.1	8.2		
Rejection/ Undifferentiated	100	Male	23.2	8.85	6.44	0.0001
	100	Female	20.8	7.95		
	100	Urban	18.3	7.2	9.8	0.0001
	100	Rural	25.7	9.6		
Total PARQ	100	Male	136.4	21.7	4.19	0.0001
	100	Female	124.0	20.1		
	100	Urban	104.0	22.2	7.59	0.0001
	100	Rural	130.2	26.4		

The perusal of the above table indicates that mean value and SDs on warmth/affection, of Gender (Male and Female) are shown in the table above. Male respondents have a mean of 41.05, while female respondents have a mean of 44.45. Female respondents have a slightly higher score than male responders. SDs have values of 10.4 and 11.0 respectively. The mean value of urban college students was found to be 45.7 (SD= 11.2) and the mean value of rural college students was found to be 39.8 (SD=10.1). The means are significantly different at point .01 level ($t=4.81$). Urban students perceived significantly greater warmth/affection as compared to their rural counterparts.

On Aggression/Hostility the Mean and SD values of the mean of male respondents is 30.9 as compared to the Mean value of 27.0 for female respondents. The male respondents are higher on aggression/hostility than their female counterparts. The corresponding values of SDs are 9.2 and 6.9 respectively. The means are significantly different at .01 level ($t=3.39$). The Mean and SD values of Habitat (Urban and Rural) on are shown in the table above. The mean score for Urban respondents is 26.7, compared to 31.2 for Rural respondents. The score of rural respondents is higher than that of urban respondents. SDs have values of 8.9 and 7.4

respectively. The t value is 3.98 which show the mean significant difference at .01 levels.

The perusal of the above table indicates that mean value of Neglect and Indifference of the mean and SD values of Gender (Male and Female) are shown in the table above. Male respondents have a mean of 29.0, while female respondents have a mean of 28.8. Male respondents have a slightly higher score than female responders. SDs have values of 7.95 and 7.85 respectively. The t value is 0.17 which is not significant at 0.01 level. On the same variable, the mean of urban college students was found to be 24.7 (SD= 7.6) and the mean value of rural college students was found to be 33.1 (SD=8.2). The means are significantly different at point .01 level ($t=7.92$). Rural students perceived significantly greater neglect/indifference as compared to their urban counterparts.

On Rejection/Undifferentiated, the mean and SD values of Gender (Male and Female) are shown within the table above. Male respondents have a mean of 23.2, while female respondents have a mean of 20.8. Male respondents have higher rejection/undifferentiated score than female responders. SDs have values of 8.85 and 7.95. t score is 6.44. The Mean score of R/U for urban respondents is 18.3, whereas for rural respondents it is 25.7. Rural respondents have a higher R/U score than urban respondents. The SDs are 7.2 and 9.6, respectively. The t-score is 9.8 which show the mean significant.

By the looking of the table the Mean and SD values of Gender (Male and Female) are presented for total PARQ. On Total PARQ, male respondents scored 136.4, while female respondents scored 124.0. The score of male respondents is higher than that of female respondents. The SDs are 21.7 and 20.1, respectively. t score is 4.19 which shows the mean differences. On another factor the mean and standard deviation of Habitat (Urban and Rural) on Total PARQ are shown within the table above. The mean Total PARQ score for urban respondents is 104.0, whereas it's 130.2

for rural ones. The Total PARQ score of rural respondents is above that of urban respondents. 22.2 and 26.4 are the SDs, respectively. the t score is 7.59 which indicates the mean significant difference at 0.01 levels.

Discussion

The main findings of the present study indicate that female college students are significantly higher on perceived maternal warmth/affection as compared to male college students. On perceived aggression/hostility, the male students were found to be significantly higher as compared to their female counterparts. Male college students were also higher on perceived maternal attitude of rejection/undifferentiated as compared to female college students. On total PARQ also male college students were found to be significantly higher than their female counterparts. On perceived maternal attitude of neglect/indifference, the male and female college students were not found to be significantly different.

Early parental practices and attitudes towards child rearing, parenting styles (democratic or authoritarian; permissive or strict; authoritative or legisware) determining to a greater extent. The later development of the personality during adolescents, adulthood, or even during old age.

Behaviourists and psychologists, though extremely different on their theoretical formulations and assumptions, yet they agree on one point that early years of life (say from birth to 6 or 7 years) play a crucial role in the personality pattern throughout the lifetime. Basic attitudes are also formed at this stage. Experiments on prior entry effect in the cognition during infancy, early or later childhood play a crucial role in the accusation of attitudes. Information entered into the cognitions of the little ones have an long lasting or life losing effects on their attitudes or behaviour.

The results of the present study can be interpreted within the PART (Parental Acceptance Rejection Theory) has developed by Rohner (1979). PART is a theory of socialization of the children with attempts to explain and predict major consequences of parental acceptance/ rejection. On the behavioural, cognitive, and emotional development of children and for the personality functioning of adults everywhere. This theory also attempts to explain while some children are better able than other children to cope with the corrosive effects of parental rejection and emotional abuse. PART also predicts that adults everywhere who recall being 'rejected' during childhood are likely to experience negative behavioural dispositions to a greater degree than adults who recall being 'accepted' as children.

By identifying the two categories of parents, accepting parents and rejecting parents, the rejecting parents may be made aware of the adverse consequences of parental rejection. As a matter of fact parental counseling and tips for positive and healthy parenting should be given to the prospective parents in general and in prospective mothers in particular. Positive parenting is likely to be instrumental in development of positive personality traits among children and vice-versa.

The present study was conducted upon a sample of college students. In some further studies the study should be conducted upon children and early adolescents. Sometimes parents are permissive and liberal but they may be perceived as strict or conservative by their children. Therefore, need is to find the discrepancy between the parental attitudes and the perceived attitudes as perceived by their children. Mishra (1993) studied this discrepancy in her work on perceived maternal acceptance/rejection.

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As has been pointed out earlier that PART also predicts that adults everywhere who recall being 'rejected' during childhood are likely to experience negative behavioural dispositions to a greater degree than adults who recall being 'accepted' as children. Therefore, the need is to study comparatively the personality pattern of those who perceived positive (acceptance) and those who perceived negative (rejection) during their childhood.

Rohner has also attempted to study the effect of parental acceptance rejection on seven personality dimensions: Hostility/Aggression, Dependency, Negative self-esteem, negative self-adequacy, emotional unresponsiveness, emotional instability, and negative world view. Rohner has also developed PAQ (Personality Assessment Questionnaire) which measures the seven personality dimensions.

The findings of the present study are important for parents, teachers, school administrators, educational policy makers for positive personality development. Besides positive parenting, positive schooling is also necessary for the positive personality development of the children. Today parents seem to be focusing on academic achievement of their children. Sometimes they set difficult and unattainable goals for their children. The children who cannot achieve parental goals may lightly develop sense of insecurity, anxiety, perceived parental rejection and may sometimes go into depression. Therefore, the need is to teach social emotional learning (SEL) also. CASEL (Collaborative) seems to be very appropriate in this direction

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Note: The author having sole responsibility for the genuineness of the contents of this manuscript.

Conflict of Interest: The author(s) declared no conflict of interest.

Received: 28th February, 2023; Revision Received: 24th April, 2023; Accepted: 12th June, 2023

How to cite this article:

Singh, R. (2023). Gender and Territorial Location as Predictors of Perceived Maternal Acceptance/Rejection Attitudes among College Students, , *Indian Journal of Psychological Science*, 16 (2), pp, 28-. NAPS Publications.