

# RELATIONSHIP BETWEEN PARENTS AND CHILDREN: ACCEPTANCE AND REJECTION – A STUDY

**Mrs. A. H. Komala**

*Assistant Professor of Economics-Education*

*N.K.T. National College of Education for Women, Chennai, India*

## **Abstract**

*Children's psychological, behavioural, and social development during childhood, adolescence, and adulthood are influenced by their connections with their parents and other major caregivers. Despite the fact that there are many significant facets of the parent-child interaction, research has repeatedly demonstrated that for children to have healthy social and emotional development, their parents and other primary caregivers must accept them. Children who experience their parents' acceptance are more likely to be socially and emotionally proficient. However, kids who don't get positive feedback from their parents and other key caregivers struggle with their self-esteem and social skills and are more likely to struggle with depression, substance abuse issues, and externalising behavioural issues (like criminality) when they get older.*

**Keywords:** *Children's feelings, parenting, acceptance and rejection.*

## **Introduction**

While exercising control over their kids, parents shouldn't terrorise them. Even teachers shouldn't incite fear in their charges. Parents should gently nudge their kids to do their homework and follow rules. The kids can start to despise them if they keep bugging them. They need to be handled delicately because they are not very mature. When dealing with their children, parents should treat them with love and kindness. Children that are discovered to be obedient and unruly should only be reprimanded gradually. They may attempt to flee the family environment if their parents are overly severe with them, reprimanding them or even physically abusing them. Understanding children's psychology can be very challenging. They could become unexpectedly moody or happy. The only way to punish and rehabilitate children is to treat them with tact. It is a truth that some parents mistreat their children, which leads to strained relationships between certain parents and their offspring. It is advisable for parents to be kind and nice to their kids while sternly informing them of what they should and shouldn't do. Parents' natural impulses are to love and treat their kids well. However, they shouldn't spoil their kids by lavishing them with affection. There is nothing like the way the parents and kids interact. Although it may appear that the parents are being strict with their kids only to instil discipline, there is a strong link of love between them. Until they start working, the kids are totally dependent on their parents.

### ***Parent-Child Relationships***

When youngsters feel rejected by their parents, their sense of conscientiousness, sentiments of empathy, and view of their self-worth are likely to all be badly impacted. It has been discovered that cruel, unloving, or antisocial parents have a substantial impact on how behavioural issues appear in kids and teenagers. When mother support is insufficient, young women often behave problematically and externalise.

### **Teacher-Child Relationships**

Children's and adolescents' development is greatly influenced by their interactions with other adults outside their parents. There is some evidence that more connection with people other than parents can promote adolescence success, especially in the area of leadership development. For many children and teenagers, their relationship with teachers is perhaps the most significant non-parental adult interaction.

There is strong evidence that instructors have an impact on teenage development and can be a valuable resource in minimising risky behaviours and fostering wellbeing. Positive teacher-student interactions have been linked to increased mental health and wellness, increased use of active coping strategies, higher levels of hope, and decreased psychosocial distress, to name just a few variables pertinent to the subject of this study. Furthermore, it has been shown that having a good teacher-student relationship might operate as a protective factor for teenagers who are in unhealthy family situations, a finding that has been confirmed even in preschool- and kindergarten-aged children.

### **Teachers and Par Theory**

The fundamental principles of PAR Theory have been developed to cover other attachment figures, including teachers, in addition to parents. Teacher acceptance-rejection theory holds that an adolescent's perceptions of her relationships with teachers, specifically the perceived level of acceptance and rejection in these relationships, will affect her psychological and behavioural functioning. This theory is similar to the parental acceptance-rejection theory.

### **Parent-Child Psychotherapy**

Parent-child psychotherapy is a specific kind of mental health care that aims to improve the relationship between children and their parents or other primary caregivers. This therapeutic approach is frequently applied to support children and families who have gone through or witnessed abuse, trauma, or the early loss of a loved one. Parent-child psychotherapy assists children and caregivers in fostering tighter, more intimate interactions in an effort to support children toward a more healthy emotional development, as these situations frequently lead to children developing trust issues and anxiety. As a result, kids

gain superior coping mechanisms to handle both the initial stressor and upcoming ones. A trained professional who specialises in parent-child psychotherapy uses techniques like talk therapy and play therapy to improve parent-child connections. Parents who take part in this kind of treatment are also introduced to important ideas that help in comprehending a child's perspective, in addition to helping youngsters rebuild broken trust, create new coping mechanisms, and regain confidence. In parent-child psychotherapy, a parent is introduced to concepts like child development milestones and behavioural symptoms brought on by stress. Parents are frequently more equipped to calmly and confidently deal with a child's conduct outside of treatment sessions when they have a better knowledge of these ideas.

### **Parent Child Affinity**

The parent-child connection is made up of a variety of actions, emotions, and expectations that are distinct to each parent and each child. The bond touches all aspect of a child's growth.

The bond between a parent and kid is one of the most significant of the various relationships that people have throughout their lifetime. Age, experience, and self-confidence of the parents, as well as their marriage's stability and the child's distinct traits in comparison to the parents', all have an impact on the quality of the parent-child interaction.

### **Characteristics of the Parent**

Parental competence is strongly correlated with parental self-confidence. Mothers who feel competent are better at raising their children than mothers who don't. Additionally, mothers who believe they are effective tend to think of their young children as being easier to manage. Age and prior experience of the parents are also significant factors. Compared to younger moms, older mothers are more likely to respond to their infants. Additionally, parents who have had prior exposure to children—whether through younger siblings, previous children, or different professional paths—are frequently better suited to handle parenthood.

### **Characteristics of the Child**

The child's physical characteristics, sexual orientation, and temperament are all factors that could influence the parent-child interaction in a household. The infant's physical characteristics upon birth might not fulfil the parents' expectations, or the child might resemble a displeasing relative. Therefore, the parent might unintentionally reject the child. If the baby is the opposite sex from what the parents wanted, they might feel disappointed. Parents may reject the child if they are not given the chance to discuss their displeasure. Loved children fare better than unloved ones in life. The primary caregiver or the primary parent-child loving relationship might be either a parent or a nonparent. When a parent passes away or parental communication is broken due to protracted hospital stays, the

primary caregiver may lose their love. Divorce can obstruct a child's ability to eat, grow, and advance. Cultural norms within the family also affect a child's likelihood to achieve particular developmental milestones.

### **Cultural Impact**

Childrearing is viewed as protective nurturing in some cultures. Children are not hurried into learning new things, like using the bathroom or attending school. Children are frequently disciplined in other nations using shame or corporal punishment in a severe, rigid manner. In some countries of Central America, a youngster can start learning to use the toilet as soon as they can sit up straight.

In the United States, childhood lasts for several years. In other nations, children are expected to start working as adults while they are still relatively young: girls take on domestic duties, and guys work on farms outside of the home. Additionally, parents in Asian cultures interpret a baby's characteristics in part based on the year and time of birth.

### **Impact of Birth Order**

The growth and development of a kid is somewhat influenced by their place in the family, whether they are the firstborn, the middle child, the youngest, an only child, or part of a big family. An only child or the oldest child in a family that speaks to adults most of the time will develop linguistic skills better than other children. Children pick up skills via watching other kids; however, a firstborn or an only child who has no role models to learn from might not succeed in other abilities, like potty training, at a young age.

### **Parent-Infant Attachment**

The infant's attachment to parents is one of the most crucial factors in their psychosocial development. A feeling of attachment is a sensation of connection or belonging to a specific other. The infant's survival and development depend on this strong relationship between parent and child. Bonding, which begins as soon as the baby is born and is mutually fulfilling interaction between the parents and the child during the first few months of life, helps to establish attachment. Most infants have developed attachment relationships by the end of their first year, typically with their primary caregiver.

The attachment is stable if parents can adjust to their infants' demands, meet those needs, and nurture them. A solid relationship base can support continued psychosocial growth. The bond and the child's growth are at risk, however, if a parent's personality and capacity to handle the infant's care needs are inadequate.

Later development is predicted by the infant's attachment style. Children who leave infancy with a strong attachment have a better chance of forming lasting, fulfilling relationships with others. The attachment relationship can act as a springboard for future social ties in addition to providing the emotional framework for the continuous growth of

the parent-child relationship. Parents with secure infants are able to recognise their baby's cues and appropriately attend to their needs.

### **Toddlerhood**

The parent-child relationship starts to shift when a child transitions from infancy to toddlerhood. Infancy is a time when the parent-child relationship is primarily focused on caring and predictability. A large portion of this relationship is upon the routine caregiving tasks of feeding, toileting, bathing, and bedtime.

However, parents typically attempt to mould their child's social behaviour throughout the second and third years of life, as children start to communicate and become more mobile. In essence, parents take on the roles of teachers and nurturers, advisors and lovers. As the infant approaches his or her third birthday, socialization—the process of educating the child to live as a member of a social group—becomes more explicit.

The interaction between parents and children should emphasise socialisation. It involves a variety of parenting techniques like discipline, potty training, and weaning.

### **Preschool**

Throughout the preschool years, several parenting philosophies develop. Children in preschool who have parents in positions of authority are open-minded and competent at play, as well as independent, self-reliant, and pleasant.

### **School Age**

The child's interest in peers grows during the primary school years, but this does not necessarily mean that they are not interested in their relationship with their parents. Instead, as psychosocial and cognitive development naturally broadens, a child's social world extends to encompass more people and environments outside of the home. The primary factor influencing a child's growth is still their relationship with their parents. During the middle years of childhood, kids with responsive and demanding parents continue to flourish socially and psychologically. The child and the parents continue to have an impact on the parent-child relationship throughout the school years. In the majority of households, parent-child interaction patterns are well established by the time the children are in elementary school.

### **Adolescence**

The parent-child connection changes as the child enters puberty as a result of biological, cognitive, and emotional changes. The child's demands for independence could put the parents' authority at jeopardy. Early adolescence is a tough time for many parents. When parents can support and embrace their adolescent child's need for greater psychological independence, both the youngster and the parents are happier.

The parent-child connection changes as the child enters puberty as a result of biological, cognitive, and emotional changes. The child's demands for independence could put the parents' authority at jeopardy. Early adolescence is a tough time for many parents. When parents can support and embrace their adolescent child's need for greater psychological independence, both the youngster and the parents are happier.

The parent-child connection may become more contentious and distant during adolescence, yet most arguments between parents and young teens are over unimportant issues, and the majority of parents and teenagers agree on the fundamentals. Most kids say they feel just as connected to their parents by late adolescence as they did when they were in elementary school.

## **Parenting Styles**

Authoritarian, authoritative, permissive (indulgent), and distant are the four basic parenting philosophies. Although no parent is consistent in all circumstances, parents do exhibit some common patterns in their methods of raising children, and the dominant parenting style can be used to characterise a parent-child relationship. Professionals and parents interested in learning how differences in the parent-child relationship impact a child's development might use these definitions as a reference.

### **Authoritarian Parents**

Authoritarian parents have strict regulations and demand complete, unquestioning loyalty from their kids. Additionally, they anticipate that the child will blindly adhere to the values and views of the family. Authoritarian parents enforce rigorous rules and frequently use physical discipline and withholding of affection to reshape their child's conduct. This parenting approach frequently results in moody, dissatisfied, scared, and angry kids. They frequently exhibit shyness, withdrawal, and low self-esteem. When affection is withheld, children frequently become disobedient and antisocial.

### **Authoritative Parents**

By allowing their children to have various perspectives, authoritative parents respect their children's right to those opinions. Although there are rules in the home, if the kids do not understand or concur with the rules, the parents permit dialogue. These parents make it plain to their kids that, even though they (the parents) have the last say, there may be some room for discussion and compromise. Both responsive and demanding, authoritative parents discipline their children with love and affection rather than force. They are also more likely to explain rules and expectations to their kids rather than simply enforcing them. Children raised in this manner frequently have a high sense of self-worth and are autonomous, inquisitive, cheerful, assertive, and social.

## **Permissive Parents**

Parents that are permissive or indulgent have little to no influence over their kids' behaviour. If there are any rules in the house, they are not routinely obeyed. Although the underlying justifications for rules are provided, it is up to the kids to decide whether and how much they will abide by them. They come to understand that any activity is OK. Parents that are indulgent are responsive but not overly demanding. They don't place many demands on their kids and only seldom or lightly enforce discipline. There are meaningless threats of punishment that don't establish boundaries. The children start acting more like their parents, while the parents start acting more like their children.

Parents that are too lenient with their children may raise rude, disobedient, combative, reckless, and belligerent kids. They lack rules to govern their behaviour, which makes them insecure. These kids are often imaginative and unplanned, though. They lack social responsibility and independence, yet despite this, they are typically happier than the conflicted and agitated kids of authoritarian parents.

## **Disengaged Parents**

Finally, parents who are disengaged or disconnected are neither demanding nor responsive. They can be thoughtless or ignorant of the child's requirements for love and guidance. Children with distant parents are more likely than other kids to experience psychological issues and behavioural issues.

## **Parental Concerns**

Conditions in the family, such as divorce, remarriage, and parental employment, have an impact on a child's development. Changes in the makeup of the home have less of an impact on the child's psychological development than the parent-child interaction. Regardless of the parent's marital or work status, responsive and demanding parenting is linked to improved child development. The conduct of the child may change temporarily if the parent-child relationship is disrupted by changes in the parent's marital status or professional life. Reestablishing healthy patterns of parent-child contact is one of the objectives of experts who work with stressed-out families.

Parents are also concerned about discipline. Even the most seasoned and successful parents have difficulties due to their children's behaviour. The way parents react to their child's behaviour has an impact on the child's self-esteem and how they will interact with others in the future. Children pick up the habit of viewing themselves the same way their parents do. As a result, if the parent thinks their child is wild, the child starts to think the same way about himself and soon his behaviour starts to support that perception on a regular basis. The youngster won't let the parent down in this way. This pattern is a

prediction that comes true. Discipline should not be mistaken with punishment even if it is vital to teach a youngster how to live peacefully in society.

### **Potential Problems**

- Social issues, such as withdrawal, loneliness, low self-esteem, academic issues, learning disabilities, anxiety and depression, alcohol and drug misuse (especially when linked to mental illness), self-harm or suicide, thievery, and criminal behaviour.
- Issues with self-control, resistance, erratic behaviour, carelessness, dishonesty, violent behaviour, and disruptive behaviour.
- Issues with education, such as disruptive behaviour, bullying, poor academic performance, and diminished learning capacity.

### **Conclusion**

Love is the most important thing in the world for a child. The youngster longs for and needs parental love and care. When a child longs for parental love and nothing can sate the hunger. Maslow discusses love, respect for oneself, and self-actualization. A child becomes lost when they are not accepted by their parents. A child that is struggling academically will perform very poorly. While the great accomplishments of a child who has earned the approval of their parents are documented. A child who experiences neither parental acceptance nor rejection may develop into a juvenile offender. The child's growth will be stunted. Therefore, the youngster needs to recognise and accept who they are.

### **References**

1. Kutnick, P., & Kington, A. (2005). Children's friendships and learning in school: Cognitive enhancement through social interaction? *British Journal of Educational Psychology*, 75(4), 521-538.
2. Crozier, W. R., & Hostettler, K. (2003). The influence of shyness on children's test performance. *British Journal of Educational Psychology*, 73(3), 317-328.
3. Zettergren, P. (2003). School adjustment in adolescence for previously rejected, average and popular children. *British Journal of Educational Psychology*, 73(2), 207-221.
4. Zhu, J., Xie, R., Chen, Y., & Zhang, W. (2019). Relationship between parental rejection and problematic mobile phone use in Chinese university students: Mediating roles of perceived discrimination and school engagement. *Frontiers in Psychology*, 2019.
5. Epli, H., Batik, M. V., Cabuker, N. D., & Celik, S. B. (2021). The relationship between perceived parental rejection and dating anxiety: The mediating role of interpersonal cognitive distortions. *International Journal of Progressive Education*, 17(3).