

# ACCEPTANCE AND REJECTION EXPERIENCE OF CHILDREN AGAINST PARENT-CHILD RELATIONSHIP

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## **Abstract**

*Children who experience parental rejection are more likely to experience lower levels of empathy, lower levels of conscientiousness, and lower levels of self-worth. It has been discovered that unkind, unloving, or antisocial parents have a substantial impact on how behavioural issues appear in kids and teenagers. Low levels of mother support are associated with problematic, externalising behaviour in young women. Related long-term studies have found that involvement in undesirable activities tends to come before parental rejection. Therefore, compared to peers who believe their parents to be helpful, adolescents who receive low levels of emotional support from their parents and who regard them to be rejecting engage in significantly more harmful behaviours.*

**Keywords:** *Acceptance and Rejection, Parenting, Adolescents, Parent-Child Relationship,*

## **Introduction**

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 receive positive feedback from their parents are more likely to be emotionally stable and socially skilled. 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 use disorders, and externalising behavioural issues (like criminality) when they get older.

## **Methodology**

### **Hypotheses**

1. There is no discernible difference between the mean scores of students in the VIII standard in terms of the type of institution.
2. There is no gender-related difference in the mean scores for Parent-Child Relationship among students in the VIII standard.
3. There are no appreciable regional differences in the mean scores of pupils in the VIII standard for Parent-Child Relationship.

4. The mean scores Parent-Child Relationship of students in the VIII standard in terms of Socio-Economic Status do not significantly differ from one another.
5. There are no appreciable differences between the mean Parent-Child Relationship scores of eighth-grade pupils in terms of parental education.

There are no appreciable differences in the mean Parent-Child Relationship scores of eighth-grade pupils in terms of Community.

## Data Analysis and Interpretation

### *Hypothesis-1*

#### *Research Hypothesis*

The mean scores of parent-child relationships among eighth-grade pupils fluctuate significantly depending on the type of institution.

#### *Null Hypothesis*

The mean scores Parent-Child Relationship of eighth-grade students do not significantly differ depending on the type of institution.

**Table 1 Difference due to Type of Institution**

Type of institution	N	Mean	SD	"t" value	Significance
Government	50	17.70	4.69	1.13	NS
Management	50	18.90	5.83		

df=98  $t_{(0.05)} = 1.96$   $t_{(0.01)} = 2.58$

The table shows the following information. The estimated "t" value is lower than the table value; hence, it has no bearing at any level. As a result, the null hypothesis is accepted and the research hypothesis is rejected. The mean scores Parent-Child Relationship of eighth-grade students do not significantly differ depending on the type of institution.

### *Hypothesis-2*

#### *Research Hypothesis*

The mean scores of eighth-grade students' Parent-Child Relationships fluctuate significantly depending on the students' gender.

#### *Null Hypothesis*

There is no discernible gender difference in the mean scores for Parent-Child Relationship among students in the VIII standard.

**Table 2 Difference due to Gender**

Gender	N	Mean	SD	"t" value	Significance
Boys	50	17.30	4.24	1.87	NS
Girls	50	19.28	6.16		

$$df=98 \quad t_{(0.05)} = 1.96 \quad t_{(0.01)} = 2.58$$

The table shows the following information.

The estimated "t" value is lower than the table value; hence, it has no bearing at any level. As a result, the null hypothesis is supported and the research hypothesis is rejected.

There is no discernible gender difference in the mean scores for Parent-Child Relationship among students in the VIII standard.

### Hypothesis- 3

#### *Research Hypothesis*

The mean scores of eighth-grade pupils in terms of Parent-Child Relationship vary significantly depending on location.

#### **Null Hypothesis**

The mean scores of pupils in the VIII standard in terms of Locality do not significantly differ from one another.

**Table 3 Difference due to Locality**

Locality	N	Mean	SD	"t" value	Significance
Urban	39	18.06	5.06	0.36	NS
Rural	61	18.44	5.43		

$$df=98 \quad t_{(0.05)} = 1.96 \quad t_{(0.01)} = 2.58$$

The table shows the following information.

The estimated "t" value is lower than the table value; hence, it has no bearing at any level. As a result, the null hypothesis is supported and the research hypothesis is rejected.

The mean scores of pupils in the VIII standard in terms of Locality do not significantly differ from one another.

### Hypothesis - 4

#### *Research Hypothesis*

The mean scores of pupils in the VIII standard in terms of socioeconomic status differ significantly from one another.

### ***Null Hypothesis***

In terms of socioeconomic status, there is no discernible difference between the mean scores of pupils in the VIII standard for Parent-Child Relationship.

**Table 4 Difference due to Socio-Economic Status**

SES	N	Mean	SD	"t" value	Significance
Low	62	17.60	4.58	1.56	NS
High	38	19.42	6.28		

$$df=98 \quad t_{(0.05)} = 1.96 \quad t_{(0.01)} = 2.58$$

The table shows the following information.

The estimated "t" value is smaller than the table value; hence, it has no bearing at any level. As a result, the null hypothesis is accepted and the research hypothesis is rejected.

In terms of socioeconomic status, there is no discernible difference between the mean scores of pupils in the VIII standard for Parent-Child Relationship.

### **Hypothesis 5**

#### ***Research Hypothesis***

The mean scores of students in the VIII standard in terms of parental education range significantly from one another.

### **Null Hypothesis**

In terms of parental education, there is no discernible difference between the mean scores of pupils in the VIII standard for Parent-Child Relationship.

**Table 5 Difference due to Parental Education**

Parental Education	N	Mean	SD	"t" value	Significance
Low	25	17.10	4.00	4.03	S
High	75	21.90	6.00		

$$df=98 \quad t_{(0.05)} = 1.96 \quad t_{(0.01)} = 2.58$$

The table shows the following information.

The estimated "t" value exceeds the table value and is statistically significant at the 0.01 level. As a result, the null hypothesis is rejected and the research hypothesis is accepted.

The mean scores of students in the VIII standard in terms of parental education range significantly from one another.

## Hypothesis 6

### Research Hypothesis

There exists significant difference in the mean scores Parent-Child Relationship of students of VIII standard in terms of Community.

### Null Hypothesis

In terms of community, there is no discernible difference between the mean scores of kids in the VIII standard for Parent-Child Relationship.

**Table 6 Difference due to Community**

Community	N	Mean	SD	"t" value	Significance
SC	23	21.15	6.59	2.60	S
NSC	77	17.44	4.41		

$$df=98 \quad t_{(0.05)} = 1.96 \quad t_{(0.01)} = 2.58$$

The table shows the following information.

The estimated "t" value exceeds the table value, although it is not statistically significant at the 0.01 level. As a result, the null hypothesis is rejected and the research hypothesis is accepted. The mean scores of children in the eighth standard in terms of Parent-Child Relationship in terms of Community show a substantial difference.

## Conclusion

This means that there are no significant differences in the mean scores for Parent-Child Relationship among students in the eighth standard with regard to the type of institution, gender, locality, socioeconomic status, or parental education, but there are significant differences with regard to these factors with regard to the community. When compared to the population, the sample size is small. For students with different standards, comparable studies might be conducted. It is possible to examine how the socioeconomic position of the disadvantaged child affects their performance. It is possible to compare days students and hostellers.

## References

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