The present study was undertaken to study the self-concept, need achievement, emotional intelligence and risk taking behaviour of parentally accepted and rejected children. Secondly the relationship between self-concept, need achievement, emotional intelligence and risk taking behaviour was also found on parentally accepted and rejected children. On the basis of interpretation and discussion of results shown in the chapter-V, the following conclusions were drawn:

1. Parentally accepted children possess high self-concept while as parentally rejected children possess poor self-concept. Parentally accepted children hold positive view about their own self and are obedient, disciplined, self-controlled, resourceful, noble, affectionate, brave, expressive, etc. while as parentally rejected children hold negative view about their own self and are coward, shy, hostile, disobedient, unimaginative, etc.

2. Parentally accepted children are high on need achievement as compared to parentally rejected children. They possess hope of success, follow high ego ideal, they are perseverant; possess realistic attitude and internal control of fate. On the other hand parentally rejected children have fear of failure, follow low ego ideal they are not perseverant; possess unrealistic attitude and external control of fate.

3. Parentally accepted children have hope of success and are optimistic. They come forward with high self-confidence and aspire more than that they already possess; they realize their potential and excel in their lives. On the other hand parentally rejected children come forward with fear of failure and are pessimistic; they have low self-confidence and don’t aspire more than that they already possess. They don’t realize their potential.
4. Parentally accepted children follow high ego ideal and have a striving sense to achieve a high position or status in the society. They redefine their goals in accordance with their interests and abilities while as parentally rejected children follow low ego ideal and don’t have a striving sense to achieve a high position or status in the society. They don’t define their goals in accordance with their interests and abilities.

5. Parentally accepted children are perseverant; they prefer difficult and challenging tasks; have a sense of devotion to work, have a long term involvement with their future career and dislike idleness but parentally rejected children are not perseverant; they prefer simple and easy tasks; are not committed to work, have a short term involvement with their future career.

6. Parentally accepted children work with realistic attitude; take intermediate risks and plan in advance for their future life while as parentally rejected children work with unrealistic attitude; take high or low risks in life and don’t plan in advance for their future life.

7. Parentally accepted children possess internal control of fate; they rely on themselves and exercise their will power in taking decisions about their life. They possess strong determination and are enthusiastic. On the other hand parentally rejected children possess external control of fate; they don’t rely on themselves and believe in some unknown force to come and help them to solve their problems. They have weak determination and are apathetic.

8. Parentally accepted children are high on emotional intelligence while as parentally rejected children are low on emotional intelligence. Parentally accepted children are in a position to manage and control their emotions and express them properly at right time. Parentally accepted children are aware about their own self, empathetic, self motivated, emotionally stable; have ability to manage relations; possess integrity; care about self development; they are oriented towards values; are committed and possess altruistic behaviour. On the other hand parentally rejected children are not in a position to manage and control their emotions and express them properly at right time. They possess low self-awareness, low level of empathy, low self motivation, low emotional stability, low ability of managing relations, low level of integrity; they are less
concerned about self development; are less oriented towards values; are not committed and possess low level of altruistic behaviour.

9. Parentally accepted children possess self-awareness and are able to manage and label emotions in themselves as well as in others. They continue to do what they believe in and are clear with their priorities while parentally rejected children possess low self-awareness and are not able to manage emotions in themselves. They don’t believe in their abilities and are not clear with their priorities.

10. Parentally accepted children are empathetic and are sensitive to emotions of others and are good at listening others. They are friendly, helpful and sociable but parentally rejected children are less empathetic and don’t show any concern to emotions of others and they like loneliness.

11. Parentally accepted children are self-motivated to take decisions and achieve the goal. While as parentally rejected children are less self-motivated to take decisions and achieve the goal.

12. Parentally accepted children possess high emotional stability and feel comfortable with novel ideas and new information. They pursue goals inspite of disturbances and obstacles. On the other hand parentally rejected children possess low emotional stability and feel uncomfortable with novel ideas and new information. They stop working on such things in which they have failed once or have some bitter experience.

13. Parentally accepted children have ability to manage the relations and are able to encourage others to work even in unfavourable circumstances. They don’t depend upon the others encouragement to perform better and are perceived as friendly and outgoing by their companions while as parentally rejected children have low ability to manage the relations and are less able to work even in favourable circumstances. They depend upon the others encouragement to perform better and are perceived as reserved and less sociable by their companions.

14. Parentally accepted children possess high level of integrity; they can stand up for what they believe in. They are aware about their weaknesses and perform beyond the expectation level. On the other hand parentally rejected children
possess low level of integrity; they can’t stand up for what they believe in. They are not aware about their weaknesses and perform below the expectation level.

15. Parentally accepted children are concerned about their own development and develop themselves on all walks of life. They handle multiple responsibilities in addition to their daily routine. But parentally rejected children are less concerned about their own development. They show escapism in handling the simple and easy tasks and don’t like to work more than the obligatory work.

16. Parentally accepted children are highly oriented towards the values and are able to maintain the standards of honesty and feel comfortable to confront unethical issues of others while as parentally rejected children are less oriented towards the values and are less able to maintain the standards of honesty and feel uncomfortable to confront unethical issues of others.

17. Parentally accepted children are high on commitment and are able to meet commitments and keep promises while as parentally rejected children are low on commitment and are not able to meet commitments and keep promises.

18. Parentally accepted children possess altruistic behaviour and are able to handle conflicts around them properly. On the other hand parentally rejected children don’t possess altruistic behaviour and are less able to handle conflicts around them properly.

19. Parentally accepted children are low on unhealthy risk taking behaviour as compared to parentally rejected children. The study revealed that parentally accepted children take less or no unhealthy academic, social, future/goals and adventurous risks while as parentally rejected children are taking high unhealthy academic, social, future/goals and adventurous risks.

20. Parentally accepted children are exhibiting low or no unhealthy academic risk; they learn whole content to pass the examination; they don’t get indulged into any sort of unfair means in examination; they consult parents and teachers freely while facing any difficulty regarding their academics. On the other hand parentally rejected children are exhibiting unhealthy academic risk; they learn only selected questions to pass the examination; they use unfair means in examination; keeping parents in dark regarding their academic weaknesses.
21. Parentally accepted children also exhibit less or no unhealthy social risk and they care about themselves while helping others in the society. They try to convince others about their decisions and they also care about the norms of society and cultural restrictions. While as parentally rejected children exhibit unhealthy social risk and don’t care about their self while helping others in the society. They are usual of speaking about an unpopular issue in a meeting and don’t care about the norms of society and cultural restrictions.

22. Parentally accepted children are low on unhealthy future/goals risk and they follow the path with predetermined goals. They are eager to safeguard their present as well as their future. On the other hand parentally rejected children are high on unhealthy future/goals risk and they follow the path without caring about the type of destination towards which the path leads. They don’t care about the future and believe that present should be charming and joyful.

23. Parentally accepted children exhibit less or no unhealthy adventurous risk. They are less interested in the adventurous risks which are dangerous for their health in particular and life in general. Parentally rejected children exhibit unhealthy adventurous risk. They are fond of taking unhealthy adventurous risks by visiting dangerous places and wild forests, swimming in deepest waters and are habitual of climbing large trees.

24. Both parentally accepted and rejected children exhibit average level of unhealthy security/peace risk like protesting against human rights violation without caring about their own life. Helping people during the time when encounter like situation is on. This may be due to the fact, that state is facing armed conflict since 1989.

25. The study has revealed that there exists positive and significant relationship between self-concept and total need achievement as well as factors of need achievement viz: Hope of success, Ego Ideal, Perseverance, Realistic attitude and Internal control of fate of both parentally accepted and rejected children.

26. There exists positive and significant relationship between self-concept and total emotional intelligence as well as factors of emotional intelligence viz: Self-awareness, empathy, self motivation, emotional stability, managing relations,
Conclusion & Suggestions

integrity, self development, value orientation, commitment and altruistic behaviour of both parentally accepted and rejected children.

27. The relationship between self-concept and risk taking behaviour of both parentally accepted and rejected children is negative and significant on their composite score and all dimensions of risk taking behaviour viz: academic risk, social risk, future/goals risk and adventurous risk excluding dimension ‘E’ (Security/Peace Risk) with which the relationship is positive but not significant.

28. The study also revealed that there exists positive and significant relationship between need achievement and emotional intelligence of parentally accepted children on composite score but partially significant relationship on factor wise score.

29. Positive and significant relationship has been found between need achievement and emotional intelligence of parentally rejected children on their composite scores as well as factor wise.

30. The relationship between need achievement and risk taking behaviour of parentally accepted children is positive as well as negative on some dimensions which is partially significant.

31. The relationship between need achievement and risk taking behaviour of parentally rejected children is positive as well as negative on some dimensions which is partially significant.

32. The study revealed that the positive as well as negative relationship has been found between emotional intelligence and risk taking behaviour of parentally accepted children which is partially significant.

33. The relationship between emotional intelligence and risk taking behaviour and all their dimensions of parentally rejected children is negative and significant excluding dimension ‘E’ (Security/Peace Risk) of risk taking behaviour with the relationship is positive as well as negative on some dimensions which is partially significant.
Inferential Suggestions

The findings of the study reveal that there are certain factors which must be taken into consideration as far as the parental acceptance-rejection is concerned for fostering self-concept, need achievement, emotional intelligence and healthy risk taking behaviour among children. Therefore, this investigator presents following inferential suggestions:

1. Parents should be sensitized by counselors about the ill effects of parental rejection so that they may change their attitudes towards their children which will in turn result into positive self-concept, better need achievement, high emotional intelligence and healthy risk taking behaviour.

2. Self-concept, need achievement and emotional intelligence of parentally accepted children were better than parentally rejected children. Parental influence can create drastic change in these parameters of personality. So precautions must be taken to enhance these parameters for which we need to make parents realize that their rejection approach towards their children can turn out to be very harsh as it can develop negative self-concept, low level of need achievement, low emotional intelligence and high unhealthy risk taking behaviour.

3. Parents need to be concerned about the needs of their children in all respects. They should provide love, affection, warmth to their wards so that child may feel more secure and will develop stability in his emotions.

4. Self-concept, need achievement and emotional intelligence of parentally accepted children should be strengthened and that of parentally rejected children enhanced.

5. The findings suggest a need for parents and early childhood educators to teach children appropriate emotional behaviour when confronted with situations that are in conflict with societal norms.

6. Parentally rejected children are exhibiting highly unhealthy risk taking behaviour as compared to parentally accepted children, so they need especially/particularly to be taken care of.

7. Parentally rejected children should be motivated to realize that the unhealthy risk taking behaviour exhibited by them destructs their life as well as the life of...
those associated with them. For this teachers need to give insight to these children so that they will exhibit healthy risk taking behaviour and unhealthy risk taking behaviour will be discarded.

8. Parents should avoid rebuking their children and should encourage them for taking any positive initiative.

9. Teachers and school authorities should carry out motivational strategies in order to involve both parentally accepted and rejected children in different school activities for improving their motivational level so that they will be able to improve need achievement.

10. Teachers should arrange parental meetings in the school and awaken the parents who reject their children about the negative effects of parental rejection. On the other hand the parents who provide permissive environment to their children at home should be encouraged to continue the same as it results into better need achievement.

11. Administrators and planners should be sensitized for helping institutions by providing the guidance and counselling worker so that the children with parental rejection can be cared properly.

12. Teachers should engage parentally rejected children in some school work and should seriously check the assigned work, so that they may not remain free to go for unhealthy risks.

13. Parentally rejected children should be motivated to take part in different co-curricular activities so that they could develop their skill of dealing with people and companions in a friendly manner.

14. Parentally rejected children should be handled more carefully by the teachers and other responsible members of the society. They should be paid affection, love, encouragement by their siblings, teachers, relatives etc.

15. Parentally rejected children should be educated very carefully and both parents teachers should make them realize that they are being taken care of. So that their self-concept, need achievement, emotional intelligence and risk taking behaviour can be improved.

16. To reduce gap between parentally accepted and rejected children teachers should use different feasible strategies. So that all children will be encouraged to
realize their potentiality and to provide them emotional and other support in striving for achieving the goal.

17. Schools should organize parental day and teacher-parent meetings for identifying the causes of rejection of the children by their parents and should help them in removing such causes.

18. Extension lectures should be organized to help parentally rejected children to understand their emotions as well as of others and also make them able to manage and control their emotions by fostering emotional stability. It should be done by inviting experts of psychology, clinical psychology and counsellors etc.

19. There should be provision for training of the teachers to understand the educational needs of the parentally rejected children.

20. There should be provision of continuous guidance and counselling programme in schools as well as in adult education centers for both parents rejecting their children as well as the children who are rejected by their parents to help them come out of this trauma.

21. Parents, teachers, and counsellors should create better environment for fostering positive self-concept among parentally rejected children.

22. The co-ordination of parents, teachers, children and other staff members of the school should be sought by the guidance and counselling worker in order to plan intervention programmes for parentally rejected children. This co-ordination can go a long way in helping these children in developing healthy risk taking behaviour.

23. There should be a provision of individual counselling by making use of appropriate intervention techniques in order to strengthen the factors associated with low self-concept, low level of need achievement, low level of emotional intelligence and unhealthy risk taking behaviour of parentally rejected children.

24. Both parentally accepted and rejected children should be guided by teachers and counsellors in setting up of their priorities.

25. In absence of guidance and counselling worker, the teacher should act as a “go between” for the parents and the school, so as to bring about desired changes in the behaviour of parentally rejected children.
26. Parents, teachers, peers, siblings, school authorities, Government and Non-Governmental organizations (NGO’s) together should make efforts to satisfy the emotional/affective aspirations of the children.

27. The Government should give full security to human rights of the Kashmiri people so that the children may not go for unhealthy security/peace risks.

28. Government should provide avenues and scholarships to the schools and teachers should make its use by helping parentally rejected children so that they may not get involved in any anti-social activity.

29. Mass media should play its role by highlighting the influence of parental behaviour on overall personality development of their children.

30. Implications of this study are expected to give information about self-concept; need achievement, emotional intelligence and risk taking behaviour of parentally accepted and rejected children. It is expected that the findings can help children, teachers, school administrators, parents and the Government to be used as a guide in the programmes to be organized within or outside school to instill positive self-concept, high need achievement, high emotional intelligence and healthy risk taking behaviour.

Suggestions for Further Research

1. The intensive case studies of some parentally accepted and rejected children should be undertaken in order to make an in depth study.

2. Further research should be conducted on parental acceptance-rejection to cover some other psychological factors like personality, intelligence, locus of control, anxiety, social and spiritual intelligence etc.

3. A comparative study should be conducted on sample from rural and urban areas in order to find out the rural/urban differences.

4. A comparative study should be conducted on sample from boys and girls to find out the gender differences.

5. A comparative study of parentally accepted and rejected children within the school and out of school situation may also be conducted.

6. A study should be replicated on the Jammu division of the state of Jammu and Kashmir.
7. Further research need to be conducted on how personality dispositions of parentally accepted and rejected children should be strengthened to bear the stress and strains of daily life.

8. Impact studies should be conducted on the effect of counselling on parentally rejected children.

9. Impact studies should be conducted on parentally rejected children with special reference to improving self-concept, increasing need achievement, developing emotional intelligence and decreasing unhealthy risk taking behaviour.