Family experiences determine whether human offspring will evolve from an individualized infant to a socially adjusted adult or will retain a degree of infantile immaturity which will prevent him from becoming integrated with the larger society. The quality of interaction within the home or family environment essentially determines the quality of emotional state of the youngster. This is an accepted truth that parent child relationship is one of the most overwhelming, meaningful and powerful relationship out of all interpersonal relations. Generally speaking parental care is characterized by love, affection, warmth, acceptance etc. However, in certain cases where the home environment is not so conducive, parental care may take an ugly shape in the form of hatred, hostility, aggression, repression and finally rejection of the child. It is worth to note that researchers in the field of interpersonal relationships are attempting to study the possible consequences of acceptance or rejection of the child by their parents.

Research has been conducted on parentally accepted and rejected children on some variables like adjustment, academic achievement, delinquency, personality, social maturity, motivation, anxiety, dependence, socio-economic status, creativity, behaviour, aggression, mental health, conservatism, underachievement, self-esteem, self-adequacy, but still the area seems unexplored in the field of research. The investigator studied the self-concept, need achievement, emotional intelligence and risk taking behaviour of parentally accepted and rejected children in this study for which no significant research has been done. For Self-concept in connection with parental acceptance and rejection few research works has been conducted but that can't suffice for the good recommendations and implications for the society.
Investigator couldn’t found any research on risk taking behaviour and emotional intelligence in relation with parental acceptance and rejection. Therefore, the present investigator made a humble attempt in this direction.

Need and Importance of the Study

It is expected that the findings of the present study 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.

The present study would educate parents and provide the directions to parents, teachers, and educational administrators to organize the belongingness of the children and is expected to influence child rearing practices, counselling process in schools and adult education centers particularly in the nation and world in general. The study may help to develop and implement intervention programmes to handle parentally rejected children carefully in order to improve their self-concept, need achievement, emotional intelligence and inculcate the sense of taking healthy risks. It does have policy implications.

Statement of the Problem

In the light of review of literature and the identified gap it was decided to study the self-concept, need achievement, emotional intelligence and risk taking behaviour of parentally accepted and rejected children. The problem for the present study was stated as:

“Parentally Accepted and Rejected Children--Their Self-concept, Need Achievement, Emotional Intelligence and Risk Taking Behaviour”.

Objectives of the Study

1. To study self-concept of parentally accepted and rejected children.
2. To study need achievement of parentally accepted and rejected children.
3. To study emotional intelligence of parentally accepted and rejected children.
4. To study risk taking behaviour of parentally accepted and rejected children.
5. To study self-concept of parentally accepted children in relation to their need achievement.
6. To study self-concept of parentally rejected children in relation to their need achievement.

7. To study self-concept of parentally accepted children in relation to their emotional intelligence.

8. To study self-concept of parentally rejected children in relation to their emotional intelligence.

9. To study self-concept of parentally accepted children in relation to their risk taking behaviour.

10. To study self-concept of parentally rejected children in relation to their risk taking behaviour.

11. To study need achievement of parentally accepted children in relation to their emotional intelligence.

12. To study need achievement of parentally rejected children in relation to their emotional intelligence.

13. To study need achievement of parentally accepted children in relation to their risk taking behaviour.

14. To study need achievement of parentally rejected children in relation to their risk taking behaviour.

15. To study emotional intelligence of parentally accepted children in relation to their risk taking behaviour.

16. To study emotional intelligence of parentally rejected children in relation to their risk taking behaviour.

**Hypotheses**

1. There is significant difference between parentally accepted and rejected children on self-concept.

2. There is significant difference between parentally accepted and rejected children on need achievement (composite score).

3. There is significant difference between parentally accepted and rejected children on need achievement (factor wise).

4. There is significant difference between parentally accepted and rejected children on emotional intelligence (composite score).
5. There is significant difference between parentally accepted and rejected children on emotional intelligence (factor wise).
6. There is significant difference between parentally accepted and rejected children on risk taking behaviour (composite score).
7. There is significant difference between parentally accepted and rejected children on risk taking behaviour (factor wise).
8. There is significant relationship between self-concept and need achievement of parentally accepted children.
9. There is significant relationship between self-concept and need achievement of parentally rejected children.
10. There is significant relationship between self-concept and emotional intelligence of parentally accepted children.
11. There is significant relationship between self-concept and emotional intelligence of parentally rejected children.
12. There is significant relationship between self-concept and risk taking behaviour of parentally accepted children.
13. There is significant relationship between self-concept and risk taking behaviour of parentally rejected children.
14. There is significant relationship between need achievement and emotional intelligence of parentally accepted children.
15. There is significant relationship between need achievement and emotional intelligence of parentally rejected children.
16. There is significant relationship between need achievement and risk taking behaviour of parentally accepted children.
17. There is significant relationship between need achievement and risk taking behaviour of parentally rejected children.
18. There is significant relationship between emotional intelligence and risk taking behaviour of parentally accepted children.
19. There is significant relationship between emotional intelligence and risk taking behaviour of parentally rejected children.
Abstract

Methodology and Procedure

Initial Sample

There are ten (10) districts in Kashmir valley of Jammu & Kashmir. Out of these districts three (03) districts namely Srinagar, Baramulla and Kupwara were randomly selected for selection of initial sample. There are 08, 18 and 13 educational zones in district Srinagar, Baramulla and Kupwara respectively. Out of these educational zones one from each district namely Gulab Bagh zone of Srinagar, Pattan zone of Baramulla and Sogam zone of Kupwara were selected randomly for collection of data. Therefore, the initial sample of the present study comprised of 828 8th class children of (age range: 13-14 years).

Final Sample

Rohner’s Parental Acceptance Rejection Questionnaire (PARQ) Child Form (1978) was administered to all the 828 sample subjects in different sittings after building a rapport with the subjects and the concerned teachers and headmasters of respective schools. The subjects who scored equal to 25th percentile and below on Parental Acceptance Rejection Questionnaire (PARQ) were termed as parentally accepted children and the subjects who scored above 75th on Parental Acceptance Rejection Questionnaire (PARQ) were termed as parentally rejected children. The same technique of extreme scores has been adopted by Rohner (1978), Kithara (1987), Ibrahim (1988), Kanth (1994) and Puju (1997), Ali (2000), Faied (2005), Lila (2007) & Bader (2008). Six (06) students were screened out from the final sample of the study as they were continuously absent from the school. Therefore, the final sample comprised of 408 8th class children out of which 204 were parentally accepted children and 204 parentally rejected children.

Tools Used

1. Parental Acceptance-Rejection Questionnaire (PARQ) Child Form by Rohner (1978) for the identification of parentally accepted and rejected children was used.
2. For measurement of Self-concept Sagar Sharma’s Self-concept Inventory (1972) was administered on the subjects.
3. Mukherji’s Incomplete Sentence Blank (1968) was used to measure need achievement of parentally accepted and rejected children. It consists of five dimensions.

4. For measurement of Emotional Intelligence of parentally accepted and rejected children: Emotional Intelligence Scale of Hyde, et al. (2001) was used. This scale consists of ten factors.

5. Self constructed Risk Taking Behaviour Scale was used for measuring unhealthy risk taking behaviour of parentally accepted and rejected children. It consists of five dimensions.

**Major Findings**

The data were treated to statistical analysis by employing Mean, S.D, t-test and Product Moment Co-efficient of Correlation in order to get an understanding of self-concept, need achievement, emotional intelligence and risk taking behaviour of parentally accepted and rejected children. The major findings of the present study are as under:

1. Parentally accepted children possess high and positive self-concept while as parentally rejected children possess poor and negative self-concept.

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 are high on emotional intelligence while as parentally rejected children are low on emotional intelligence. Parentally accepted children possess self-awareness, empathy, self motivation, emotionally stability, 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 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.
4. 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.

5. 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.

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

7. 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.

8. 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.

9. 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.

10. 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.

11. 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.
12. 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.

13. 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.