CHAPTER I

THE PROBLEM

1.0 Introduction

1.10 Cultural setting in Indian families and its effect on personality development.

1.20 Theoretical Foundations of the Study: Psycho-social Dimensions.

1.30 Objectives of the present study.

1.40 Scope and significance of the problem.

1.50 Statement of the problem.

1.60 Formulation of Hypothesis.

1.70 Delimitations of the study.

1.80 Operational definitions.
CHAPTER I

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1.00 Introduction:

The human organism is extremely dependent on its social interactions for its specific human qualities. From birth onwards, it needs a close inter-relationship with protective responsive adult in order to attain the type of maturity of personality which is both genetically and environmentally determined. His physical constitution, psychological conditions and motor potentialities are genetically influenced. His psychological endowments and his development of personality are influenced by the conditions and situations that constitute his environment. The most significant of these situations and conditions are family constellation, the school, the peer groups and the factors in his neighbourhood or community that affect him most. The man lives in a society which possesses a culture of its own. This specific culture sanctions certain behaviour patterns for its members and it demands approval of these behaviour patterns. The differences in the behaviour of boys and girls, young and old, all have their bases in cultural environment. These cultural norms and values also shape the personality development.
Human child is born with a special characteristic of helplessness. He needs to be taken care of for his survival. This care is provided by the family in general and mother in particular. Thus, the child's needs and mother's responsiveness to those needs develops a responsiveness in the child also towards his mother. The mutual behaviour of the child and mother depends on the success of the behaviour in meeting the needs of the helpless infant. The trends observed in child care differ with difference in culture. The mutual behaviour of the child and mother gives rise to early socialization of the child. Feeding the child satisfies his hunger, but the manner of satisfying hunger may be different in different cultures and varies with the individual also. The development of personality of the child fed under the conditions of comfort and love would be different from that when the child is fed irregularly without the concern of the feelings of love and affection. This differential pattern of feeding shows its influence on the differential pattern of child's personality. The methods of weaning, the amount and type of punishment, and such others are all significant factors of his environment which go into the shaping of his personality.

As the culture changes or the transfusion of culture takes place there is a transformation of the method of child rearing also.
Child rearing practices are largely determined by culture. If the parents are well adjusted, a comfortable part of their culture is imparted to the child. Child rearing is usually directed towards optimum comfort for the child, with avoidance of pain, discomfort and frustration. But some conflict and frustration is necessary for the child's maturation.

Various researches on the method of child rearing have clearly shown the difference of child rearing method adopted by different cultural groups. These differential child rearing practices emphasize the development of certain values as per particular cultural norms.

It remains the essential task of the family to rear children who can live out as adults. Within the family children learn how to relate themselves to others, to work and play, make friends, marry and rear children. Within the enveloping life of family, each child learns who he is, what he is and what he may become.

The significance of childhood as stated by Jawaharlal Nehru clearly expressed the need of understanding human element above all the material progress, and in human element, it is the child who needs to be understood. Child is the product of his environment, which is given by the mother, through the family, society and culture. Knowledge of cause and effect relationship may better equip the investigator to deal
with the child in an effective way. Since children are said to be the richest resources of the nation, any study of the child constitutes significant national problem worth undertaken for any research work.

Thus, in the present social and national context the study of child rearing is highly significant. Adverse social interactions may result into development of negative traits of personality e.g. lack of ego strength, insecurity, high amount of hostility and aggression and feeling of inferiority may grow into a delinquent psychopathic personality. Since, it is all the consequence of family interactions, specially interactions with mother, this can possibly be controlled and a great harm to the child in particular and to the family, society and nation in general can be avoided. Favourable parent-child interaction has a positive point of emotional attachment, which increases the potentiality of the parents to control their own behaviour for the welfare of the child and family both. The destiny of the child thus, is in the hands of their parents; and significant between them is the mother.

1.10 Cultural setting in Indian Families: Its Effect on Personality Development:

Although the life cycle of all men is similar, one readily observes great diversity in the way they deal with their problems. This diversity is based on
adaptations in the way of life of differing groups of men. Man learns more of his behaviour than any animal does. It is this learned distinctive mode of behaviour shared within one's society, which we refer to as culture.

India is characterized by its diversity in culture, though it expresses unity also in this diversity. Every culture creates a specific social environment for its members to develop in it. By understanding the social elements of a person, by knowing his place in a society, we can derive the pattern of social interaction, which is specific to the person. These differential interactions provide a differential pattern of lifeways. He speaks a certain language, adopts a certain religion with all its parts matching to the society and culture of which he is a member. In fact, the impact of culture is so great on the individual that if we analyse the individual he comes out to be nothing but "an individual exemplar of his culture" (Krech & Crutchfield, 1952).

From the early childhood, socialization is made possible through the conditioning of the individual to people and their expectations. These people first involve the parents, their siblings and other individuals in his community to whom he must adjust. From the reactions by these "significant others" to him and his actions, the individual learns the role behaviour which evokes approval or disapproval from those around
him. So intense are these experiences, that it has been suggested that the attitudes so learned become an integral part of the individual personality" (G.H. Mead, 1934).

Perhaps the most important implication of culture for action is the profound truth that you can never start with a clean slate. So far as human beings are concerned, every person is born into a world defined by already existing culture patterns. Culture provides a tune to the society. It provides a "design for living". Culture exerts its impact on individual through society. There is no single thing as culture, which influences the individual. "Culture influences the person in a massive and pervasive way".

Socialization of the child in all societies has been conducted under the protective atmosphere of ethnocentricism which generally marks human groups. The method of rearing the child adopted by a society is basically determined by the culture, i.e. the feeding pattern, weaning practices, toilet training, habit formation techniques, all form the part of child rearing which is determined by culture.

Besides the content, the severity and seriousness of the training further sets the direction for child rearing.
In a complex society like India, there are a number of sub-cultures or part cultures with more or less characteristic and distinct designs for living. It has a profound influence over its members. Miller and Swanson (1958) have presented a study to show the relation between occupational status in the American society and child rearing practices. They have also found the relationship between social class, methods of child rearing and means of resolving inner conflicts (Kretch and Crutchfield, 1962). Studies also indicate that persons holding high status in the American society are much more active in formal community organizations than those holding low-status (Brown, 1953).

The impact of cultural pattern on infant training has been studied by a number of investigators (Brofenbrenner, 1958; Davis & Havighurst, 1946; Sears, Macoby and Lewis, 1951, etc.). They have demonstrated that differences in cultural patterns influence the infant's training methods also. Some of the variance in childhood personality can be explained by the social status position of the child.

Thus, the culture of a people consists of their distinctive modal patterns of behaviour and the underlying regulatory beliefs, values, norms. The individual acquires the culture of his group through socialization. Analytically, personality of a child is the consequence
of acquisition, assimilation and adaptation of cultural modal norms and values of one's own group or the reference group through social interaction, social learning and socialization process.

The Indian society, as such is characterized by 'Unity in Diversity'. Though there exists a culturally plurality, the basic Indian spirit which is basically spiritual in nature, observes, more or less, similar cultural pattern. Thus, children born, brought up and socialized in different cultural groups in the country may display a differential pattern of cultural attributes because of their socio-cultural variations and language diversity; however, basically they are Indian by soul and spirit. By and large, Indians live in an extended family. Indian child is reared in a comparatively secured environment of the family. Though due to the differences in social patterns of various societies, the child rearing pattern is also different which is bound to have an influence on the personality pattern of the child. Because of its symbolic character culture is easily and readily transmitted from one human organism to another. In all her dealings with the child mother weaves a pattern of child rearing which is marked by the warp and weft of cultural setting.
1.20 Theoretical Foundations of the Study:

A: Psycho-Analytic Dimensions of Personality:

The early years of life are considered to be formative for the development of personality by Freud. Thus, once the personality structure is complete, the personality acquires an orientation to grow along in years to come. The sequence of personality development as given by Freud (1946) can be framed as under:

(a) Oral stage: The first stage of development is related to erogenous zone of the mother and more precisely of the lips. Soon after birth the human organism uses his lips by sucking. Sucking provides him pleasure by giving food and reducing tension created by the desire for food. Later when teeth erupt the mouth is used for biting and chewing. These two modes of oral activity are the prototype for many later character traits that develop. For example, a gullible person is one who is fixated on the oral incorporative level of personality. This stage occurs when the baby is almost completely dependent upon his mother for sustenance. These feelings of dependency tend to persist throughout life and come to the fore when individual feels anxious and insecure.

(b) Anal stage: After the digestion of food, expulsion of waste material removes the source of discomfort and produces a feeling of relief. When toilet training is
initiated, usually during the second year of life the child has his first decisive experience with the
external regulation of an instrumental impulse. He learns to postpone the pleasure that comes from relieving his anal tension. Depending upon the particular method of toilet training used by his mother and her feelings concerning defecation, the consequences of this training may have far reaching influence upon the formation of values and specific traits of personality. Child's obstinate and stingy behaviour has been explained because of very strict toilet training method adopted by the mothers. This becomes the prototype of all kinds of expulsive traits like cruelty, all kinds of destructiveness, temper tantrums, messy disorderliness, etc. Many other personality traits are said to have their roots in this stage of development.

(c) **Phallic stage:** Sexual and aggressive feelings associated with the functioning of the genital organs come into focus during this stage. Oedipus complex appears at this stage. The emergence and development of the oedipal and castration complexes are the chief events of phallic period and leave a host of deposits in the personality.

(d) **Latency stage:** The above three are called the 'pregenital' stages. The child then goes into a prolonged 'latency period', the so called quiet years. During this period, the impulses tend to be held in a
state of repression, "The dynamic resurgence of adolescence reactivates the 'pregenital' impulses; if they are successfully displaced and sublimated by the ego, the person passes into the final stage of maturity, the genital stage" (Hall and Lindzey, 1970, p. 50).

(e) **Genital stage**: The individual obtains gratification from the stimulation and manipulation of his own body. The individual is narcissistic at this stage. At this stage socialization, sexual attraction, group activities, vocational planning, preparation for marriage and rearing a family start manifesting.

The early years of life are considered to be the formative years for the development of personality. Freud emphasizes the role of sexual desires and unconscious desires in the shaping of personality.

(ii) **Jung's analytic (1936, 1943, 1945) theory**: A Freud's admirer to begin with, Jung dissociated himself with Freud mainly because of Freud's pan sexualism. Jung's theory emphasizes the social and phylogenetic foundations of personality. In contrast to Freud's infantile origin of personality, Jung takes it much farther by his emphasis on racial, primitive and innate origins of personality. The structure of personality consists of the conscious ego, personal unconscious with its complexes, collective unconscious with its archetypes, persona or public personality, anima and animus, the shadow and the self. For Jung, the shaping of
personality is not solely an unconscious process like Freud but consciousness also has a strong hand in it. Personality is a complex structure. Numerous components of personality along with its archetypes and complexes, and their interactions present quite an intricate structure.

Development of Personality: Jung has not given specific stages of development like Freud. Neither does he consider the total development of personality taking shape in the early years only. In the early years, libidinal energy is used in the functions for survival, before the age of five years sexual values begin which reach its peak in adolescence. In early adult years, the basic life instincts and vital processes are in ascendance. Young individual has energy, vigour and impulses but still he is dependent upon others.

The development of personality does not cease at any stage. When an individual reaches 40, a basic transvaluation occurs. The middle-aged person becomes more introvert and less impulsive. The personality has a tendency to develop in the direction of a stable unity. Development does not acquire new characteristics, but it is an unfolding of the original undifferentiated wholeness with which man is born.

Though Freud has been criticized vehemently by numerous thinkers, but this clearly denotes the significance of his concepts which were so pervasive that
no one, who studied Freud, could avoid thinking about his concepts. He can be said to be the pioneer, not only of psychoanalysis, but of personality theory also.

(iii) Adler's social psychological (1927) theory: Adler was also Freud's admirer to begin with and later he terminated all his connections with Freudian psychoanalysis and formed his own group. In contrast to Freud's inborn instincts and Jung's inborn archetypes, Adler assumed that man is inherently a social being. He relates himself to other people, functions for cooperative social activities and social welfare thereby acquiring a socially oriented life style. Another of his important concept is the concept of creative self, which is highly personalized, subjective and which interprets the experiences of the organism to make them meaningful. Man is conscious of his behaviours and its reasons. Every individual's personality is unique in nature. He minimizes the role of sexual instincts which Freud maximized in his interpretation of personality.

The major concept of Adler's personality theory (1927) are fictional finalism, striving for superiority, inferiority feelings and compensations, social interest, style of life and the creative self.

Thus heredity only endows him with certain abilities. Environment only gives him certain impressions. These abilities and impressions, and the manners in which
he 'experiences' them — that is to say, the interpretation he makes of these experiences — are the bricks, or in other words his attitude towards life, which determines his relationship to the outside world" (Adler, 1935).

(iv) Otto Rank — "According to Rank, life is essentially a series of situations in which you are called upon to either achieve greater separation and individuality or renouncing that possibility, regress to the old and familiar" (Maddi, S.R., 1972). Rank uses the term 'fear' instead of Freud's 'anxiety' because according to him 'fear' implies definite object, whereas anxiety is a diffuse state.

"Rank believes that being born is a deeply traumatic experience because one must relinquish the warm, relatively constant environment of the womb, in which one's needs are automatically met, for the more variable, potentiality harsher world outside, in which for the first time one experiences the discomfort of needs insufficiently and tardily served" (Maddi, 1972).

The separations caused by biological, psychological, and social development are woven in human life and leave a great impact on his development. The second major separation occurs at the time of weaning which is soon followed by maturation of locomotor processes, when the child loses quite an amount of physical contact with mother. Another separation is experienced by the child
when he goes to school. According to Rank, living means continued series of separations. Thus living is a fearful process which creates uncertainty as to what will happen. But this fear is the reality of life. Anything done to reduce this fear will increase the fear of living. So the person is caught between two opposing forces or two poles of a conflict.

The only way to resolve the conflict is to bring in some compromise which will balance the opposing forces. By growing in experience, the child comes to know his own self as a totality. This active self is called 'will' by Rank. 'Will' is a significant force behind shaping of the individual. The 'will' has its beginning in 'counter will'. As the child matures, he knows he can control his impulses and can do many things without the help of adults, a sense of personal identity is felt beginning from a 'counter will'.

Thus, Rank describes three kinds of people - Artistic, Neurotic and Average.

B: Sociocultural Foundations of the Study:

Margaret Mead (1928) was the first to demonstrate that adolescence is not necessarily a time of stress and strain, but cultural conditions may make it so. In a number of primitive societies the task of establishing independence may not be a difficult process. In some societies, the child may be prepared for independence more gradually. He is given increasing amount of freedom
from early childhood and so it does not come to him suddenly at puberty period. In some other societies true independence is not given to the child till long after puberty and this too may be granted very slowly.

So, the independence problems faced by different societies may vary in its severeness, as is clear from the findings of different cultures studies by Mead. The independence problems faced by the Arapesh boy are likely to be less severe. Once the Arapesh boy has passed through the initiation ceremony following pubescence, he assumes added responsibility. "From one who has been grown by the daily carefulness and hard work of others, he now passes into the class of those who care for others growth" (1939). He takes on new responsibilities towards those "who after years of devotion to his growth are now growing old by themselves, and toward his brothers and sisters, and young betrothed wife" (1939).

Sears (1957) considers that "personality is a product of a lifetime of dyadic action which has modified the individuals personality for further action". Sears views development as a training process. A survey of a child's family can describe his early childhood development. Family is the cause of all learning for the infant.

As an empiricist, Sears (1957) focuses upon those aspects of behaviour which are overt and can be measured. He has widely used psychoanalytical concepts like regression, repression, projection, sublimation, psycho-
sexual developmental stages of oralism, analism, oedipalism and latency. He has emphasized the reinforcement and secondary-drive (learned) motivation which has its roots in Hullian learning theory. He derived further elaboration from his own work with Dolland and Miller and others on the frustration-aggression hypothesis.

Sears emphasizes the role of parents, family, society and culture in the development of personality. 'Society implants "appropriate" motives, interests, skills and attitudes in the child as he learns to act accordingly to environmental expectations' thus, stimuli vary with each culture. Each society and culture demands certain actions to be reinforced and they incorporate values which become a part of personal social heritage. All socialization necessarily contains some frustrating elements. The role of parents is crucial, for the parents are the most important reinforcing agents. He does not recognize socio-economic classes as discriminating variables for child-rearing practices. Thus social conditions with special reference to child rearing practices dictate the existence of developmental phases.

Much of a child's earliest development reflects the mother's personality, thus Sears places a focal emphasis to mother and her personality in the personality development of her child. Mother's capacity to be a loving mother, to regulate her permissiveness and her
attitudes towards sex and toilet training, all have an impact on the personality of the child. "As the child behaves, he develops. In turn, his behaviour is the product of his immediate social experiences of being brought up. Child development, consequently, is the visible product of the parental child rearing efforts" (Maier, 1965).

C. Emotional basis of Child Development:

(i) Erikson's Concept of Child Development:

Erikson (1955) developed the psychoanalytic theory of child development which has a base on 'Emotional Development'. He builds up his concept on Freudian analytic theory. He introduces a new matrix, the individual in his relationship to his parents within the context of the family, and in relation to a wider social setting, within the frame work of the family's historical cultural heritage. Thus "A human being, is at all times an organism, an ego and a member of society and is involved in all three processes of organization" (Erikson, 1950).

The nature of emotional content or the quality of interpersonal relationship, determines the basic core of man's make-up. The first of Erikson's eight stages of development is 'acquiring a sense of basic trust and overcoming a sense of basic mistrust' which requires a feeling of physical comfort and a minimum experience of fear or uncertainty. This basic trust helps the indi-
individual to grow psychologically and to accept new experiences willingly. If the child masters the theme of this phase he moves on to the second phase of development. This trust in the mother is generalized further in providing and accepting trust in all his social interactions in the adult phase of development.

In the second phase of development the child has to "acquire a sense of autonomy, while combating a sense of doubt and shame". The autonomy is fostered by a handling of the small individual which expresses a sense of dignity and independence on the part of the parents. The child needs sympathetic guidance and graduated support at this time so that his wrong movements in the direction of acquiring autonomy, may not perish him into much shame and doubt in his existence.

This phase of development is similar to Freud's second phase of development i.e. the anal phase and the anal zone becomes the centre of the child's physical, social and psychological efforts.

The parent-child relationship shifts during this phase. In the earlier phase he developed a trust in his mother for whatever she does to successfully satisfy the child's needs. Now the young child violates this mutual trust and tries to establish his autonomy in distinct areas.
The other adults in the environment also start gaining significance in the awareness of the child, thus increasing the social periphery of the child.

"Acquiring a sense of initiative and overcoming a sense of guilt" is the theme of the third phase of child's development. Child's enhanced social environment challenges him to be active and to master new tasks. He is convinced that he is being counted as a person, specially if the younger sibling is born. Now, instead of attachment with parents, he slowly works for becoming his own parent by supervising his own behaviour.

Like Freud, Erikson also locates the oedipus complex during this phase. Now the child parent relationship acquires a triangular situation. Parents provide help in solving problems related to the child development. He has to learn new identifications and other persons enter in his life as significant.

The child's forward searching brings him into contact with a wealth of new experiences. He enters the fourth phase of development i.e. "acquiring a sense of industry and fending off a sense of inferiority". He has reached a school going age by now. His efforts are towards improving his ego processes, because he is told its significance by the adults in the surroundings.

Child parent relationship acquires a realistic level of dependency. He views his parents as
representatives of his society; now he starts judging
his parents' status in the society. Friends of his
parents and parents of his friends assume new importance.
They search for new identifications in their surroundings.

"Acquiring a sense of identity while overcoming
a sense of identity diffusion" constitutes the fifth
phase of development. The child has mastered the
problems of the earlier phase successfully to face the
new challenges. As the child physically matures into
the adult, his previous trust in his body and his mastery
of its functions are suddenly shaken and must be regained
gradually by re-evaluating himself. This phase provides
a psychosocial moratorium to the individual just as
'latency' furnishes psychosexual moratorium.

The next three phases of development seem to be
irrelevant here because they have been included in the
period of adulthood.

(ii) Rohner's hypothesis of parental acceptance rejection:

Parental acceptance rejection has been considered
the warmth dimension of parental behaviour. All humans
can be placed on this continuum as all of us have
received warmth and affection in varying degrees at the
hands of our parents or parent substitutes.

According to Rohner (1975), parental acceptance
refers to the warmth and affection provided by the
parents to their children. The characteristics of accepting parents have been designated as, generally liking their child, approve of his personality and take interest in his activities and well being. The behaviour manifestations of warmth and affection may be, playing with the child, showing approval of the child, enjoying him, fondling him, comforting or consoling him, euddling him, praising him, singing lullabies to him, kissing, caressing and hugging or demonstrating love in words or other action. He further clarifies that routine care taking and amusing the child as part of a schedule, or as a matter of felt duty or responsibility do not automatically indicate emotional warmth and affection.

Parental rejection is referred to the dislikes, disapproval and resentment of their children. Comparing the child unfavourably with other children and considering him as a burden are found in many cases. The behavioural manifestation of rejection is mainly in two principal ways: Parental hostility and aggression and indifference and neglect (Rohner, 1975). Hostility and indifference refer to parents internal feelings and attitudes, whereas aggression and neglect, on the other hand, are forms of observable behaviour motivated by these internal feelings. Hostile parents are likely to be physically or verbally aggressive. They may kick, hit, push, pinch, bite, scratch, choke
or burn their children. They can say thoughtless, unkind and cruel things to others about their children, curse them or be sarcastic towards them. Indifferent parents may physically or psychologically neglect their children by being away from them, ignoring their cries for attention, help and comfort, be unresponsive to physical and emotional needs. Such parents do not show any concern for children, spend minimum time with him, frequently they forget their promises. Both these forms of rejection i.e. hostility/aggression and indifference/neglect express an impaired or even the absence of a bond of attachment.

Rohner's (1980) acceptance-rejection hypothesis predicts its influence on the personality development of the child, as well as personality functioning of adults. According to this hypothesis, rejected children will be hostile and aggressive, dependent or "defensively independent" depending on the degree of rejection, will have low or impaired sense of self esteem and self adequacy, emotionally unstable, emotionally unresponsive and be negativistic in their attitude.

The behaviour manifestations of rejection in children can be seen in the form of dependence, clingly and intensely possessive. They seek parental approval, nurturance, attention, and physical contact.
The rejected child will generalize these feelings by being hostile and unfriendly. He develops a negative view towards world in general.

1.30 **Objectives of the study**

Parental Acceptance-Rejection forms the theme of child rearing, thereby affecting and shaping the personality of the child. The child acquires various traits of personality through the type of rearing he receives. The parental acceptance rejection itself may be influenced by various factors such as occupation of the parents, income of the family, type of family structure, ordinal position of the child in the family, educational maturity of the parents and such other factors.

Several aspects of parental behaviours have been studied with considerable detail. This study is centered around mutual parental acceptance-rejection hypothesis in relation with their development of personality. It studies what type of development of personality occurs when mutual feelings of acceptance rejection operates between mother and the child, ignoring fathering of the child, but concentrating upon mothering alone. From this point of view the following objectives for the present study have been set.

1. To study the nature and kind of personality of children who have been highly accepted or rejected mutually by the mother and child.
2. To study the nature and kind of personality of the children who are highly accepted by their mothers but they themselves perceive that they are very much rejected by their mothers; and also those who are highly rejected by their mothers but they perceive that they are highly accepted by their mothers.

3. To examine the effect of parental education, occupation, income, ordinal position of the child in the family, and family structure on the development of personality of the children.

4. To estimate the relative interactional effects of parental occupation, education, income and ordinal position of the child in the family and family structure on the development of personality of the child.

These objectives have been further analyzed with a view to objectify their contents and the following problems have been posed.

1. Whether the children belonging to (High $A_c$ - High $A_m$) category would show significantly higher dependency, self esteem, self adequacy, stability, security, ego strength, frustration tolerance and cooperation, and would show low hostility, guilt feeling, competition, inferiority complex, self centeredness, initiative, emotional responsiveness and low authoritarianism?
2. Whether the children belonging to \( (\text{Low } A_c/\text{Low } A_m) \) would show significantly higher hostility, emotional responsiveness, guilt feelings, inferiority complexes, authoritarianism and initiative-ness and would show low dependency, self esteem, self adequacy, emotional stability, ego strength, frustration tolerance, cooperation, competition, self centeredness and insecurity (low security)?

3. Whether the children belonging to \((\text{Higher } A_c \text{ Low } A_m)\) would show high level of emotional stability, security, ego-strength, cooperation, competition, initiation and would show low level of aggression dependency, self-esteem, self adequacy, guilt feeling, frustration tolerance, inferiority complex, self centeredness and low authoritarianism.

4. Whether the children categorized as \((\text{Low } A_c/\text{High } A_m)\) would show significantly higher personality traits of hostility, inferiority complex, dependency, frustration tolerance, inferiority complexes, authoritarianism and low personality traits of security, ego-strength, self adequacy, self esteem, emotional stability, cooperation, competition and low initiativeness?

5. Whether the children belonging to socially prestigious occupations would be children mostly highly accepted by themselves as well
as by their mothers, and would be classified in (H A_c/H A_m) group whereas those holding socially low occupations would be classified under (L A_m/L A_c) group and they would correspondingly display the traits specified under hypotheses I & II respectively?

6. Whether children belonging to high income group would be children under the category (Low A_c/Low A_m) group and children coming from low income group would be categorized to mostly (High A_c/High A_m) and they would correspondingly display all such traits of personality as specified under hypotheses I & II respectively?

1.40 Scope and significance of the Problem:

The present research is a study of parental acceptance rejection and personality development of the child. Cultural factors contributing significantly in the method adopted for child rearing have been reviewed closely; however, only certain factors found feasible in the present study have been related here for so as to study their effects on the development of personality of the children.

Though man is not the passive victim of his physical environment, but is highly influenced by it. Parental acceptance-rejection forms a basic significant
background for the child to be reared in his home by
his mother and it sets the tone of all that happens in
relation to child and the development of his differential traits of personality. In view of this conceptu-
alization of personality development of children belonging
to different categories of parental acceptance rejection
continuum, the findings of the present study would be
of use to the national policy makers in general to
emphasize the dealings with child in every perspective.
In planning programmes in the direction of providing
better conditions for adequate parent child relationships,
allocating budgets so that a lot of national waste could
be avoided in the form of antisocials, criminals, non-
productive, destructive and psychopathic individuals,
plans to take care of children in the slums and mercy-
homes, not only physically, but also psychologically.

The study shall prove to be of immense signifi-
cance to parents by making them aware of the repurcussions
of their own behaviour in the child's personality pattern.
They can understand that for the behaviour of the child,
it is the parent, who is responsible. Thus because of
their emotional attachment with their children due to
their intrinsic love for children and as a responsible
member of the society, they shall feel motivated in
moulding their behaviour towards child to create the
utmost satisfactory conditions of living for the child.
At least they shall be in a position to understand their
role in the modification of the child's behaviour. They shall not consider themselves to be the helpless victims in the child's behaviour but as a creative artists in the shaping of the picture of child development. They shall be able to feel their responsibility instead of shirking it out of their shoulders.

The study would prove to be of great help to teachers and persons related to the education of child at planning and budgeting levels, to accept all the children coming to them from various types of familial environments, to understand them, to guide the parents in the role of their parenthood, to compensate for the gap in rearing the child by the adequate method which cannot be made up in their homes due to unavoidable conditions like death of both or either of the parents or any other similar condition, to become the partner with the family in providing an adequate environment for the development of the child. In general, the study can help the teachers to become friend, philosopher and guide in the parenting role of parents.

The study may prove to be useful in setting goals of children's education not only in the field of learning 3 R's but in the field of interpersonal relationships also. Thus education planners can prepare a detailed realistic programme and content of children's education with all necessary infra-structures helpful in the effective schooling of the children.
The study would prove to be of great help to various agencies working for the welfare of the children in determining the level of psychological nutrition along with physical nutrition and other help basic for the survival of the child.

In general the study would prove to be useful for all sections of society related in any way with the welfare of the child.

1.50 Statement of the Problem:

Direct observation of the child’s differential behaviour pattern and the review of the literature have posed certain problems to the investigator, which creates an urge to be studied. They are presented as under:

1. Is there existence of any significant relationship between those mothers who highly accept their children and children’s awareness of their high acceptance, with the occurrence of desirable traits of personality like self-esteem, self adequacy, security, ego strength, cooperation, competition and initiativeness?

2. Whether the children who have been highly rejected by their mothers and have the awareness of their high rejection would show the undesirable personality traits of hostility, dependency, guilt feeling, inferiority complex and self-centeredness?
3. Whether the children who have been highly accepted by their mothers, but who consider themselves to be rejected by their mothers would show the traits of personality like.

4. Whether the children belonging to high income group, prestigious occupational group, coming from joint family and are the eldest in the ordinal position display significantly different types of traits of personality than those who belong to the opposite pole in that psychological continuum?

5. Whether the background variables like family structure, ordinal position of the child in the family, the parental occupation and their literacy level have any effect on the development of personality; and if so, what are their relative interactions? Which one of these influences most and which one least?

These problems have been translated into suitable testable hypotheses. The hypotheses so formulated have been given as under:

1.60 Formulation of Hypotheses:

In the present study, four groups of children have been identified on the strength of the scores obtained on two sets of screening test: i.e. (A), PARQ (Parental Acceptance Rejection Questionnaire) for the
child and (B) PARQ for the mothers. These four groups of children as perceived by the mother and child on the Acceptance-Rejection psychological continuum constituted the core of the study. They are:

(i) Highly Accepted by the Mother and by the child: \((H_{Ac}-H_{Am})\).

(ii) Low Acceptance by the Mother and the child \((L_{Ac}-L_{Am})\).

(iii) Highly Accepted by the child but poorly Accepted by the mother \((H_{Ac}-L_{Am})\), and

(iv) Low Acceptance by the child but highly Accepted by the mother \((L_{Ac}-H_{Am})\).

The following hypotheses have been formulated in this study:

**Hypothesis 1 (H₁):**

"Children belonging to high Ac High Am category would display Cyclothymia, High mental capacity, Ego strength, Super ego strength, Plarmia, Dynamic simplicity, confident adequacy, High strength of self-sentiments and Authoritarianism, whereas on Phelematic temperament—versus Excitability, Desurgency—versus Surgency, Harria—versus Premsia, Group dependency—versus—Self sufficiency, there would be no tendency to trait direction".
Hypothesis 2 ($H_2$):

"Children belonging to Low Ac Low Am category would display Schizothymia, Low mental capacity, Neurotic emotional instability, dominance, Lack of acceptance of group moral standards, Taresia, Neurasthenic self critical tendency, Guilt proneness, Poor self sentiment formulation and High Ergic tension whereas on Phlegmatic temperament-vs-Excitability, Desurgency-vs-Surgency, Harria vs Premsia, Group dependency-vs-Self sufficiency, no tendency to trait direction would be exhibited".

Hypothesis 3 ($H_3$):

"There exists no significant difference on 15 factors of personality traits between the children of different professional groups".

Hypothesis 4 ($H_4$):

"Children from Nuclear families and joint families would display no significant difference in their personality traits".

Hypothesis 5 ($H_5$):

"Children coming from low income families and children coming from high income families would not display any significant difference in their personality traits".
Hypothesis 6 ($H_6$):

"Oldest children of the family would display Schizothymia, Neurotic emotional excitability dominance, Paranoia, Lack of acceptance of group moral standards, Paranoia, Neurasthenic self critical tendency, Poor self sentiment formation and High Ergic tension whereas on General intelligence, Phlegmatic temperament-vs-Excitability, Desurgency-vs-Surgency, Harria-vs-Premia, Confident adequacy-vs-Guilt proneness, Poor self sentiment formation-vs-High strength of self sentiment and Authoritarianism, no tendency to trait direction would be exhibited. The youngest children of the family would display Cyclothymia, Ego strength, Submissiveness, Super ego strength, Parnia, Dynamic simplicity, High strength of self sentiments and low ergic tension whereas on General intelligence, Phlegmatic temperament-vs-Excitability, Desurgency-vs-Surgency, Harria-vs-Premia, Confident adequacy-vs-Guilt proneness, Group dependency-vs-Self sufficiency and Authoritarianism, there would be no tendency for trait direction.

Hypothesis 7 ($H_7$):

"Among all the independent variables, family structure would affect the development of personality most; whereas the parental income the least, the effect of interaction on personality development of other independent variables would lie in between these two limits".
1.70 **Delimitations of the Problem:**

In the present study, an attempt has been made to study the cause-consequence relationship between the children's accepted rejection psychological cause having its consequence upon their personality development. The former has been considered as the independent variable, whereas the later functions as dependent variable. Keeping in view these interactional effects, the present problem has been delimited by the following considerations:

1. The study aims at to record the perceived acceptance of the mother to her child as well as the perceived feeling of acceptance of the child by her mother. Thus, the study has a base of mutual bipolar acceptance or rejection by the mother as well as by the child about her mother. Fathering has been considered beyond the scope of this study.

2. The present investigation aims at to study certain personality traits of four groups of children obtained from two sets of perceived acceptance variables, i.e. mothers' acceptance of the child and child's feeling of acceptance of the mother. The four groups are (1) $H_{AC}^{\text{H}}_{Am}$, (2) $L_{AC}^{\text{L}}_{Am}$, (3) $H_{AC}^{\text{H}}_{Am}$, (4) $L_{AC}^{\text{L}}_{Am}$. 
3. The traits of personality which are included in this study are:

A Schizothymia-versus-Cyclothymia.
B Low General Mental Capacity-versus-General Intelligence.
C Neurotic, Emotional Instability or Ego Weakness-versus-Ego Strength.
D Phlegmatic Temperament-versus-Excitability.
E Submissiveness-versus-Dominance
F Desurgency-versus-Surgency
H Threctia-versus-Parmia.
I Harria-versus-Premsia.
O Confident Adequacy-versus-Guilt Proneness.
Q₂ Group Dependency-versus-Self Sufficiency.
Q₃ Poor Self Sentiment Formation-versus-High Strength of Self Sentiment.
Q₄ Low Ergic Tension-versus-High Ergic Tension and Authoritarianism.
4. In the study of personality attributes under rejection-acceptance frame work, the following demographic variables have been considered:

A Occupation of the parents.
B Income of the parents.
C Family pattern (e.g. Nuclear family and Extended family only).
D Ordinal position of the child under study.

5. For this study, employing purposive sampling technique both types of families, i.e. nuclear and extended, living in the territorial jurisdiction of Ravishankar University (1983) were selected and only the mother and the first and the last children within the age group 12 years to 14 years were selected for the present study. From single family not more than two children were taken for the study. Sex was no bar.

6. Family as a unit of study has been selected from urban setting only. Rural families were not included in this study.

1.80 Operational Definitions:

In the present study, personality has been treated as dependent variable whereas the acceptance-rejection concept as well as some bio-graphical factors have been
considered as independent variables. The operational definitions of these concepts have been given as under:

(i) **Personality:** Personality has been operationally defined in terms of the scores obtained by the children under-study on the 14 factors of the ESPQ separately. A child acquires a trait of personality when he scores beyond the median value on the trait under-study.

(ii) **Acceptance-Rejection Hypothesis:** Rohner (1975) has developed separate PARQ's for the child and the mother. A child is said to be highly accepted when he perceives or is perceived by his mother beyond 75th percentile in terms of scores on each of the PARQs; whereas his acceptance is low when he scores below 25th percentile on each of the two sets of PARQs. Thus, child's acceptance has been operationally defined in terms of scores obtained by the child as well as by the mother. It requires a bipolar check with a view to assign specific acceptance-rejection group.

The next chapter deals with 'Review of Relevant Literature'. 