Chapter – 2: Review of Related Literature

Every piece of ongoing research needs to be connected with the work already done to attain an overall relevance and purpose. A literature review is an evaluative report of studies found in the literature related to the selected area. The survey enables the researcher to go into deep to his problem with greater insight and understanding. The survey of the literature is equally important in finding the research gaps and helping the researcher to formulate assumptions and hypotheses for further investigation. A careful review of the research journals, books, dissertations, thesis and other sources of information on the problem to be investigated is one of the important steps in planning of any research study. It allows the researcher to define the limits of his/her field. The knowledge of related literature brings the researcher up-to-date on the work which others have done and thus to state the objectives clearly and concisely. By reviewing the related literature, the researcher can avoid unfruitful and useless problem areas. He can select those areas in which positive findings are likely to add the knowledge in a meaningful way. Through the review of related literature, the researcher can avoid unintentional duplication of well-established findings. It is no use to replicate a study when the validity of its results has been clearly established. The review of related literature helps the researcher to know about the tools and instruments which prove to be useful in the previous studies. Review of related literature makes sure that the researcher is not repeating the work that someone has already done. Sometimes, when the proposed research has already been done, then it
provides the researcher an option to modify the work by adding the new perspective altering some of the methods of research, to make the research more valuable. Hart (1998) lists the following purposes of a review:

- Distinguishing what has been done from what needs to be done.
- Discovering important variables relevant to the topic.
- Synthesizing and gaining a new perspective.
- Identifying relationships between ideas and practice.
- Establishing the context of the topic or problem.
- Rationalizing the significance of the problem.
- Enhancing and acquiring the subject vocabulary.
- Understanding the structure of the subject.
- Relating ideas and theory to applications.
- Identifying methodologies and techniques that have been used.

Literature review helps in avoiding repetition and in exploring new dimensions to the existing body of knowledge in the concerned area. It helps to demonstrate the relationships between completed research and topics under investigation. The study of literature is important as it acts as a guide not only with regard to extent of work done but it also enables investigator to perceive the gaps in the concerned area of research.

A selected review of the past studies is thus important for the research process. In this chapter an effort has been made by the investigator to report most important gaps after the survey of related studies. The investigator in the present study has divided the related literature review into three parts viz:

I. Studies on Personality Profiles
II. Studies on Emotional Maturity
III. Studies on Parental Acceptance/Rejection.
I. STUDIES ON PERSONALITY PROFILES

Annu Singh, & U.V., Kiran (2014) Impact of mother’s working status on personality of Adolescents

The study was undertaken to study the impact of mother’s working status on personality of adolescents. The sample of the study comprised of 120 children (60 children of working mothers and 60 children of non-working mothers) selected randomly from Shardanagar and Ashiyana area of Lucknow District. Self made questionnaire was used for collection of data and for analysis of data ‘t’ test was used. Column graph were drawn to make the results transparent. The result of the study highlight that children of working mothers are more affected on personality than children of non-working mothers. Children of working and non-working mothers show no significant differences in health, routine work, altruistic behavior, cognitive ability, self-development, self-awareness, and integrity. They are found to have good health. They are found to be more responsible for their routine work. They are more aware of their weaknesses are more co-operative, helpful, outgoing and democratic. They can handle conflicts around them more intelligently than the children of working mothers. Significant differences were found in Self motivation of the children at 0.05 level.

Sidora, V. (2014) Parental Approval and disapproval Bonding and its impact on cognitive patterns of personality and scholastic achievements of adolescents

Attachment bonds are present throughout one’s life and affect interpersonal relationships. Specifically, parent-child relationship is a key factor in the development of personality. Similarly, childhood experiences can lead to configuration and stabilization of cognitive patterns, which play an equally important role in the development and organization of one’s personality. The purpose of this study was to examine impact of parental bonding on cognitive patterns and scholastic achievement of adolescents. The present study provided evidence that cognitive patterns formed in childhood are associated to different
forms of parental attachment which, in turn, define the way of thinking and behaving in childhood and Adulthood. It has been Clarified that acceptance Level of parenting resulted high scholastic achievements and strong cognitive powers characterized by giftedness, creativeness of children. Whereas rejected children usually suffer from high level of anxiety stress which also become hurdle in their scholastic achievement.

**Maria, P. A. (2014)**  
**Study on scholastic achievement and cogitative powers (giftedness and creativeness) of parentally accepted and rejected children**

The investigator searched out, the accepted behavior of parents resulted high scholastic achievements and strong cognitive powers characterized by giftedness, creativeness of children. Whereas rejected children usually suffer from high level of anxiety stress which also become hurdle in their scholastic achievement. The investigator found that all children need love, affection, sympathy, care and encouragement both at school and home environment. The data was analyzed by using various statistical techniques such as t-test, correlation and ANOVA in order to draw the conclusions.

**Hafiz M. (2013)**  
**A comparative study on academic performance and creative potentials of children with relation to parental accepted and rejected behavior.**

It has been observed that parental involvement has significance effect in better academic performance and creativeness of their children. The present research has proved that parental involvement enhanced the academic achievements of their children. The parental care and accepted behavior is helpful for the betterment of their children, without parental support the child cannot perform well sometimes due to the negligence of parents the children leaves the school without completing the course and live the stressful life which directly affects their intellectual and creative powers. It has also been found that children’s inherit capacities are shaped and developed in conducive environment both at school and home. The home is called the first school of child, it is the
responsibility of their parents to pay due attention and care towards their children in every walk of life so that proper cognitive development can take place and they show the better performance in every field.

Waqas, R. (2013) Perceived Parental acceptance and rejection with relation to academic achievement and creativeness of secondary school students

The present research aims to explore the effect of parental involvement in the academic achievement and creativity of their children. The research was conducted in Allama Iqbal Town, Lahore city. A total of 150 students (boys and girls) of 9th class of secondary schools (public and private) were taken as respondents. Four schools were selected through simple random sampling which include one boy and one girl from each of the public and private schools categories for equal representation of both boy and girl students in the sample frame of present study. Survey questionnaire was used as a tool for data collection. After the analysis of data, it was found that parental involvement has significance effect in better academic performance and creativeness of their children. The present research has proved that parental involvement enhanced the academic achievements of their children.


This study aims to determine the significant difference between high and low achievers specific to gender on personality trait factors (A, B, C, and D). Among a sample of 275 adolescents in the age group of 18-22 years studying in the Tafila Technical University are selected as randomized cluster sample of the study from the population. The results indicate that Parentally Accepted have stable personality Profile characterized by positive self concept, high level of self esteem and also perform well in academic side. On the other hand rejected secondary students have low academic performance ` and negative self concept about themselves.

The study conducted on 272 students from National University, Islamic Azad University and Payam Nour University of Yazd pre-province were selected at random and responded to Parenting Styles Questionnaire (Naghashian, 1979) and Five-Factor Personality Factors Questionnaire (Costa and McCrae). The findings show that among all the components of personality, there is a direct and significant relationship only between openness personality trait and authoritative parenting accepting style; on creativity and academic performance of students. The authoritative and parental acceptance is positively correlated with creative potential and good academic performance of university level students, whereas denial parenting style affects negatively on all aspects of personality of the students such as physical, intellectual, emotional etc. The researchers have also highlighted that personality and performance of students is correlated to each other, the sound personality make up results better academic performance of students.


The 600 secondary students were selected for sample size(300 parentally accepted and 300 parentally rejected secondary school students). The data was analyzed by statistical techniques such as mean S.D. and ‘t’ test and it was found that Parentally Accepted have stable personality Profile characterized by positive self concept, high level of self esteem and perform well in academic side. On the other hand rejected secondary students have low academic performance` and negative self concept about themselves. In recognition of this problem, child rights activists have campaigned for the 20th anniversary to
coincide with the agreement of UN guidelines aimed at preventing family separation, and ensuring appropriate care for girls and boys who are without parental care. The full implementation of these guidelines is urgently needed as governments, and many of those working in international development, are not doing enough to address the pressing problem of children without parental care.

**Christopher, S. (2012)** Comparative study on parental rejection level with relation to achievement and personally profile of adolescents.

The main objective of the present study was to find out the achievement and personality of parentally rejected adolescents. The main findings were drawn by applying statistical techniques such as (mean S.D., t-test) parentally rejected children shows maladjustment behavior and other psychological problems which negatively impacted on their achievements. It has found that psychological problems like stress, depression, aggression etc. among adolescents results low achievement in any field. It has also found that neglected youth do not take interest while performing any task which may result dissatisfaction of goal.

**Sweta, P. (2012)** Parental monitoring and self disclosure, creativity of parental rejection – acceptance of adolescents

This is a review paper that intends to examine the relationship between parental monitoring and self Disclosure, creativity of adolescents with respect to rejection and acceptance. Parenting is a purposeful action of parents towards their children which consists of a combination of behaviors, feelings and expectations that are unique to a particular parent and a particular child. Parental monitoring (tracking and surveillance) of children’s behavior is considered an essential parenting skill. Studies show that well-monitored youths are less involved in delinquency and other norm breaking behaviors, having complete cognitive development and creative abilities. New advancements in technology, mass media and internet have increased the challenges of effective parental monitoring. As a result importance of self
disclosure increases manifold. Voluntary disclosure from child enables parents
to know more about him/her and also helps in building an atmosphere of trust
and honesty towards each other.

**Takeuchi, H. et. al., (2011)**  
The Relationship of Temperament and Character Dimensions of personality with relation to Perceived Parental acceptance, refusal and overprotection on students.

The researcher examined the association between perceived parenting styles in childhood and temperament and character dimensions in adolescence and early adulthood, 836 college students in Japan were assessed using the Temperament and Character Inventory (TCI) and the Parental Bonding Questionnaire (PBI). A path analysis revealed that Novelty Seeking and Harm Avoidance were associated with low Self-Directedness and least Cooperativeness; Novelty Seeking, Reward Dependence, and Persistence were associated with Self-Transcendence; and Reward Dependence was associated with Cooperativeness. It also showed that Perceived Parenting (parents’ high Care and Overprotection) was associated with low Harm Avoidance and high Persistence, and was directly associated with Self-Directedness, Cooperativeness, and low Self-Transcendence. The findings depicts that personality attributes such as temperaments sentiments emotions etc are highly stable among accepted children. Whereas rejected/ overprotected children have emotional instability, and quickly losses the temper in different several situations.

**Ryan, A. (2010)**  
The study on Personality Trait Structure and academic maturity of maternal and paternal accepted- rejected students.

The personality trait structure has long been used to assess the relationship between personality and academic performance. The Academic Maturity Scale (CAMS), a 101-item instrument designed to identify the skills, strategies, and motivations that are shared among successful students, has been shown to be
correlated with academic performance (Addison, Althoff, & Pezold, 2009). In the present study, I assessed the relationship between personality characteristics and academic maturity, specifically which personality characteristics are the best predictors of academic maturity. I administered the Big Five Inventory (BFI; John, Donahue, & Kentle, 1991) and AMS to 163 students from introductory and upper division psychology courses. I used multiple regression analyses to assess the relationships between scores on the domain and facet scales of the BFI and scores on the subscales of the AMS in order to identify the personality characteristics that best predict academic maturity of accepted students as these children have high confidence level due to the encouragement and warmth from parental side. While as on the other hand rejected children shows low performance due to instability in their personality structure.

**Caitlin, R. (2010) Family Acceptance-rejection of LGBT Adolescents and young adults with relation to their Health(personality development)**

The role of family acceptance as protective factor for lesbian gay bisexual and transgender (LGBT) adolescents and young. A quantitative measure with items derived from prior qualitative work retrospectively assessed family accepting behaviors in response to LGBT adolescents’ sexual orientation and gender expression and their relationship to mental health, substance abuse, and sexual risk in young adults (N = 245). Family acceptance predicts greater self-esteem, social support, and general health, it also protects against depression, substance abuse, and suicidal ideation and behaviors. Family acceptance of LGBT adolescents is associated with their mental and physical health. Interventions that promote parental and caregiver acceptance of LGBT adolescents are needed to reduce health disparities. The mental health related problems are like depression, stress, low self-esteem and suicidal acts are commonly found among LGBT parental rejected children. It has also found, proper parental care
and acceptance in overall social System made these children psychologically sound.

**Lall (2010) Study on child rearing attitudes, personal problems and personality factors as correlates with academic achievement of parentally accepted and rejected children**

Researcher made an attempt to study child rearing attitudes, personnel problems and personality factors as correlates of academic achievement. A random sample of 400 class IX and XI students (200 boys and 200 girls) was selected from two schools of Bhagalpur city. Tools used were Singh's Parental Attitude Scale; Verma's Youth Problem Inventory; Hevenson's Locus of Control Scale; Eysenck's Personality Inventory was used. Academic success was determined by marks obtained by students in the annual examination. Correlation anlaysis, t-test etc. were employed. Major findings were (1) Restrictive and protecting attitude of parents were negatively and significantly related to youth problems and anxiety. (2) Loving attitudes of parents were positively and significantly related to locus of control, extroversion and neuroticism. (3) Protecting attitudes of parents were positively and significantly related to academic success of boys.

**Diaz and Sanchez (2009) Comparative study on parental rejected LBG young adults personality with Relation to their antisocial behavior and sexual health risk**

The study assessed the relationship between family rejection in adolescence and the health of LGB young adults. The study showed clear associations between parental rejecting behaviors during adolescence and the use of illegal drugs, depression, attempted suicide, and sexual health risk by LGB young adults. Prior research clearly points to the role of family rejection in predicting health and mental health problems among LGB adolescents and adults, yet at the same time, while it is known that initial parental reactions to the disclosure of LGB identity may be negative sometimes including rejection from the home research has also shown that after parents become sensitized to the needs and
well-being of their LGB children, many family relationships improve
discussion until now, most thinking about LGBT adolescents and families has
focused on negative parent–adolescent relationships or family rejection; our
study is unique in pointing out the lasting, dramatically protective influence of
specific family accepting behaviors related to an adolescent’s LGBT identity
on the health of LGBT young adults. These results show clear associations
even after accounting for individual and background characteristics.

**Gordana Kuterovac- Jagodic (2008)** *Perception of Parental acceptance-rejection and some personality variables in young adults*

The aim of the study was to examine the relationship between Rohner's
dimensions of parental behavior, as retrospectively perceived by young adults
and some personality variables that are postulated to be associated with them. 130 female and 94 male students of the University of Zagreb participated in the study. The mean age of the sample was 21 years. Parental behavior of both mothers and fathers was assessed by the 32 –items version of Rohner's Adult Parental Acceptance Rejection Questionnaire that asks adults to reflect on the way they were treated at the age of about 7 to 12 years old. The subjects assessed parental behavior in terms of four dimensions: perceived warmth and affection, perceived hostility and aggression, perceived indifference and neglect and perceived undifferentiated rejection. The personality variables examined were aggression, extroversion, neuroticism and self-esteem. Stepwise regression analysis was performed for each of the personality variables with eight dimensions of perceived parental behavior of mothers and fathers as predictors. The obtained multiple regression coefficients for the total sample were all significant, although quite low (ranging from .17 to .30). The most predictive variable was the dimension of the father's undifferentiated rejection that predicted total aggression score, manifest and latent physical aggression, indirect aggression, verbal latent aggression and neuroticism. Father's warmth and affection predicted extroversion, while father's hostility and aggression was
predictive for manifest verbal aggression. Separate analyses performed for the gender subsamples revealed that parental behavior accounted for more of the variance in personality variables of males than of females.

Mann (2008) Study on value patterns of creative and non-creative parentally accepted male and female students of intermediate colleges of Hindu and Muslim cultures

The study reveals that ‘Value Patterns of Creative and Non-creative of both Hindu and Muslim parentally accepted students’ took up a sample of 500 male and female students of intermediate colleges of Hindu and Muslim cultures. Creativity was measured with the help of the Verbal Creative Thinking Test by Baqer Mehdhi. The Value Test was developed by the investigator. Its test/retest reliability coefficients ranged from 0.21 to 0.40. The data was analysed with the help of critical ratio. The findings of study were (1) No significant difference was found between the high creative Hindu group and Muslim group except in theoretical and political values, on which they differed significantly (2) High creative boys and high creative girls did not differ from each other in respect of values except on aesthetic value.

Marisol Lila, Fernando García, and Enrique (2007) Perceived Paternal and Maternal Acceptance with relation to Children’s Outcomes and personality adjustment of 7 to 13 years age range of children

The relationship between perceived paternal and maternal acceptance and children’s adjustment was analyzed. The sample consisted of 234 children and 234 parental figures (mother or primary female caregiver, and father or primary male caregiver) living in two parent nuclear families in Colombia. The children’s age range was 7 to 13 (M = 9.7). Children completed the Parental Acceptance-Rejection Questionnaire (Child PARQ mother and father versions; Rohner, 1990), and the Personality Assessment Questionnaire (PAQ; Rohner, 1990). Parents completed the Child Behavior Checklist (CBCL; Achenbach & Edelbrock, 1983). The analyses revealed that perceived paternal and maternal
acceptance were both related to self-reported children’s psychological adjustment. Perceived acceptance from mothers, but not from fathers, was directly related to children’s behavioral problems as reported by parents. Results suggested that the effect of perceived paternal acceptance on children’s behavioral problems is indirect, and that maternal acceptance mediates the effects of paternal acceptance.

**Grace (2005) Evaluative study of Personality development**

Fayombo characterized by consciousness, neuroticism, agreeableness, openness, extraversion and its impact on academic performance of parentally accepted and neglected school going students.

This cross-sectional study investigated the relationships between the big five personality traits: (conscientiousness, agreeableness, neuroticism, openness to experience, extraversion) and psychological resilience among 397 Caribbean parentally accepted and neglected secondary school adolescents. Pearson Product Moment Correlation and Stepwise Multiple Regressions were conducted to analyze the data. Results revealed statistically significant positive relationships between the personality traits (conscientiousness, agreeableness, openness to experience, extraversion) and psychological resilience, while neuroticism was negatively correlated with psychological resilience. The neglected students showed low academic achievements as compared to accepted ones.

**Grace, F. (2005) A comparative study on personality traits and psychological resilience of students with relation to their academic achievement and parental accepted-rejected behavior**

The researcher found that there is significant positive relationships between the personality traits (conscientiousness, agreeableness, openness to experience, extraversion) and psychological resilience, where neuroticism was negatively correlated with psychological resilience. The neglected students showed low
academic achievements as compared to accepted ones. According to world health report neglected children suffer from various psychological problems such as neurotic behavior, aggression and frustration, which also becomes the main cause of low academic achievement and failure in other life activities.

Marlene M. Moretti, (2004) Socio-psychological development of personality with relation to parental approval and rejection of adolescents

The adolescence is characterized by significant neurological, cognitive and socio-psychological development. With the advance of adolescence, the amount of time spent with parents typically drops while time spent with peer’s increases considerably. Nonetheless, parents continue to play a key role in influencing their adolescent’s development. Adolescent-parent attachment has profound effects on cognitive, social and emotional functioning. Secure attachment is associated with less engagement in high risk behaviors’, fewer mental health problems, and enhanced social skills and coping strategies. The present article provides a brief synopsis of the changes that occur during adolescence and describes what attachment is, why it continues to be important and how it is transformed during adolescence. It summarizes major findings that parental acceptance and rejection both effects on adolescent adjustment but it has not any relationship with cognitative development of adolescents.

Roll (2004) A study conducted on personality development of emotionally empathic and non empathic accepted and rejected teenagers

A significant difference is found among the perception of emotionally empathic as compared to non- empathic adolescents on the dimension of Paternal and Maternal Warmth on PARQ. Emotionally empathic adolescents have found to perceive their fathers and mothers warmer as compared to non-empathic adolescents. Emotionally empathic adolescents have perceived their fathers and mothers less aggressive as compared to non-empathic adolescents. The results
for fathers and for mothers support our second hypothesis that perceived paternal /maternal aggression will be low among emotionally empathic adolescents as compared to non-empathic adolescents. It has been found that emotionally empathic adolescents have perceived their fathers and mothers as less neglecting as compared to non-empathic adolescents. The results for fathers and for mother’s support our third hypothesis that perceived paternal /maternal neglect will be low among emotionally empathic as compared to non-empathic adolescents. It has been found that emotionally empathic adolescents have perceived their both fathers and mothers less rejecting as compared to non-empathic adolescents. And at the same time result means scores of non-empathic adolescents also shows that non empathic adolescents have perceived their fathers more rejecting as compared to their mothers. The results for fathers and for mothers support our fourth hypothesis


The present study focused child abuse and neglect in relation to parental patterns of acceptance-rejection towards their children and the influence of demographic variables in Pakistani socio-cultural context. An indigenously developed Child Abuse Scale was used to identify children with different levels and types of abuse and neglect. Urdu version of Parental Acceptance-Rejection Questionnaire for father and mother, were used to investigate the patterns of parenting styles along with a demographic questionnaire. The study was carried out with a randomly selected sample of 200 children (100 boys & 100 girls) of age ranging from 8-12 years (M = 10.8, SD = .68). The data were collected from five cities of Punjab. The results indicated that in comparison to mildly abused children, severely abused children perceived their parents more rejecting. Results further indicated that mother’s education and family size are
significant determinants of child abuse as compare to the socio-economic status and father’s education which are non-significant.

**Rohner and Khaleque (2002) Evaluative study of personality traits of parentally accepted-neglected family children**

A meta-analysis of 43 studies drawn from 7,563 respondents in 15 Countries of continent of Europ (Khaleque & Rohner) confirmed the expectation that perceived parental acceptance is universally associated with psychological adjustment. Thus, strong evidence supports PAR Theory’s expectations that children everywhere who come from loving (accepting) families are more likely than children who come from unloving (rejecting) families to feel good about themselves, feel competent, have less problems with the management of hostility and aggression, have adequate emotional responsiveness and emotional stability, have less dependence and have a positive worldview, the study revealed that family accepted children have stable positive self concept, emotional stability and least aggressive behavior as compared to rejected parental children.

**Clark Stewart (2001) Comparative study of personality disorders of school going children with relation to parental acceptance and rejection**

Father's rejection is related to higher level of the child's neuroticism. High self esteem, on the other hand, is negatively correlated with father's rejection. Father's hostility predicts higher manifest verbal aggression, while warmth and affection predicts more sociable or extroverted behavior. Developmental research has shown that both fathers and mothers are important to the developing child and are competent caregivers, but that they adopt different roles in parenting. Research by Lamb (1977) and others has shown that mothers are more nurturing and perform more routine child-care activities than fathers. Fathers, on the other hand, more often play actively with their children, particularly their sons. For the male sub sample both types of verbal
aggression, latent physical aggression and aggression generally were only predicted by mother's indifference. The absence of father's rejection during the childhood, predicted higher self-esteem in young men. Father's warmth predicts lower neuroticism in young males. Sons of warm and affectionate mothers and non-hostile and non-aggressive fathers showed more sociable behavior as adults. The hypothesis of specific father's influence on sex-typed behavior, such as aggressive behavior predominantly is, had been partially proven. In the male subsample indirect and manifest physical aggression were predicted by father's rejection. In the female subsample, father's undifferentiated rejection was predictive for daughters' aggression generally, and indirect and latent verbal aggression specifically. Father's hostility and aggression is the best predictor for young women's manifest verbal aggression. Physical aggression in girls, however, couldn't be predicted by the used set of variables. Low self-esteem in girls, on the other hand, can be predicted by father's rejection.

**Kitahara (2001)** A comparative study on personality structure characterized by aggressive behaviour, self esteem and self-confidence of parentally accepted and rejected children

The study aimed at exploring some of the presumptions that are argued in Rohner's model of early parental influences on later development, particularly on some aspects of adults' personality. The results obtained suggest that the warmth dimension of perceived parenting style explains a significant, although relatively small proportion of the variance in some aspects of young adults' personality. Aggressive behavior is predicted to be particularly influenced by parent's rejection during childhood, showed to share between 6% and 11% of the variance with some aspects of parental behavior in young males, and between 4% and 7% in young females. Father's rejection was the aspect of parental behavior that was most often correlated with different forms of aggressive behavior, particularly for the form of indirect aggression in males
and females, manifest physical aggression in males and latent verbal aggression in females. These findings not only support Rohner’s hypothesis on the relationship between rejection and aggressive, hostile behavior in adulthood, but also partially support the findings of other studies according to which cold and rejecting parents who apply power-assertive discipline and permit expression of the aggressive impulses are likely to raise hostile and aggressive. The results obtained in this study confirm that parental rejection has a negative influence on self-esteem and confidence of adults.

**Widaman (2001) Empirical study on emotional and social development of personality of parentally accepted and rejected children**

In the university years, a number of important changes occur in student’s social worlds. These shifts produce both new demands and new opportunities for adult social and emotional growth. Peer groups enlarge and mostly the students become free of adult supervision, including their older siblings and even parents. The experience of acceptance refers to the warmth, love, affection, care, comfort, concern, nurturing and support that a person can experience from parents, siblings and peers. In the context of parent-child relationship, acceptance can be defined as love, care, support etc. Empirical evidence demonstrates that children who do not receive adequate parental love tend to be psychologically maladjusted and exhibit poor self-esteem and self-adequacy. Rejected children often perceived other individuals as untrustworthy, unfriendly, threatening and even dangerous. All such misconceptions negatively influence their interpersonal relationships and psychological wellbeing (Rohner, Khaleque, Cournoyer, 2000). Maslow suggested that the need for love and belongingness is fundamental for human motivation. All humans, even introverts need to be able to give and receive warmth to be psychologically strong.
Rosenberg (2001) Psychological dimensions of personality with relation to academic performance of parentally accepted and rejected school going children.

Research review revealed that students who believed that their parents lacked interest in them had much lower levels of self esteem. He stated further that when children enter school, the self portrait consists of a social exterior and their judgment of themselves in seven dimensions: Physical appearance, physical abilities, peer relation, parent’s relation, reading, math, and school subjects (Llorente, 1990). Other studies indicated that the most influential family components on performance are not socio-cultural or economic, but rather those pertaining to the affective or psychological dimensions: that is, although good academic preparation is provided by the parent, and a positive cultural environment, favor scholastic performance, it is the affective and rational variables which stands out the most as factors that contributes to better performance.

Cournoyer (2001) comparative study on personality formation including positive or negative self esteem, positive or negative self adequacy of parental accepted and rejected children

The study reveals that children develop a specific cluster of dispositions, including hostility, aggression, passive aggression, problems with the management of hostility and aggression; dependence, healthy independence, or defensive independence; positive or negative self-esteem; positive or negative self-adequacy; emotional (un)responsiveness; emotional (in)stability; and positive or negative worldviews. This theory also predicts that the rejected children tend more than accepted children to be hostile, aggressive, to be dependent, and to have an impaired sense of self-esteem and self-adequacy, to be emotionally unstable; to be emotionally unresponsive, and to have a world negative view. Thus, according to this theory, whether a parent accepts or
II. STUDIES ON EMOTIONAL MATURITY

Sunil Kumar (2014) Emotional Maturity of Adolescent Students in Relation to Their Family Relationship

The present study is aimed to investigate emotional maturity of adolescent students in relation to family relationship. For this purpose, sample of 60 adolescent students (30 boys and 30 girls) of higher secondary level were taken from Karnal City. For this purpose two questioners were used 1st inventory standardized by Dr. G.P. Sherry and Dr. J.C. Sinha and 2nd was emotional maturity scale which is given by Dr. Yashvir Sinha and Mahesh Bhargava. The testing of hypotheses was done by using ‘r’ test to find out the relationship and ‘t’ test was used to comparing the score of two groups (boys and girls). The result reveals that there is a significant difference in emotional maturity of boys and girls adolescent. The result also reveals that there is significant relation between emotional maturity and family relationship of adolescent students. This shows that family relationship determinates emotional maturity of adolescent students.

Suman Nehra (2014) Relationship between Adjustment and Emotional Maturity of IX Class Students

The aim of this study is to know the relationship between adjustment and emotional maturity at secondary stage. In the present study, a descriptive survey method was used. The sample comprised of 100 students (50 boys and 50 girls) of Class IX from 4 Government schools. The study will be helpful for teachers, students, parents and all the stakeholders in the process of education. For the present study Singh and Bhargav’s Emotional Maturity Scale & Adjustment inventory by A.K.P. Sinha and R.P. Singh was used to assess the emotional maturity and adjustment of the students studying in IX class. The procedure adopted for administration of the test: questionnaire was distributed...
to the students and they were given some time limit. There was one correct answer for each option which was cross marked in the box given in front of the sentences. Scoring was done according to the norms and instruction given in the manual and final analysis was completed by calculating mean, standard deviation, correlation and t-value etc. Result revealed that: (i) there is no significant difference between the adjustment of boys and girls studying in class IX (ii) there is no significant difference between the emotional maturity of boys and girls studying in class IX & (iii) there is no significant relationship between Adjustment and emotional maturity. The findings of the present study may be helpful to the students, teachers, principals, administrators and educational planners.

Faranak Gholampour, Maryam Hafezian, Mehraneh Kazemian, et al. (2013) Reviewing the Different Dimensions of Emotional Maturity in High School 3rd Grade Students

The present research has been carried out to study the different dimensions of emotional maturity in high school 3rd grade students in Sari. To do this, 217 students were randomly selected. The study has been done of survey type. Information collecting tool was Yushiwering & Bihagawa Standard questionnaire and the dimensions of emotional maturity were studied using independent t-test, and have been compared by using variance analysis ANOVA test in terms of the gender and different fields of study. The results showed that emotional maturity is in higher level than the mean, and comparing the emotional maturity in 3rd-grade students, in terms of the fields of study, indicated meaningful differences.

Borate Manoj (2013) Emotional Maturity Development Programme and its Effect on Student Teacher’s Family Relationship

The present study tests the family relationship of all student teachers, through emotional maturity programme. A sample of 50 student teachers of second year
belonging by Subhash Anna Kul Adhyapak Vidyalaya of Patas in Daund taluka was selected for the study. In that 25 girls & 25 boys were chosen by purposive sampling method. For present research Shairi & Shinha’s standardized test of family relationship is used. The findings of the study revealed that, there is no significant effect of emotional maturity development programme on student teacher’s related to mother’s accepted component in family relationship. There is no significant effect of emotional maturity development programme on student teacher’s related to father’s accepted component in family relationship. There is no significant effect of emotional maturity development programme on student teacher’s related to mother’s concentration component in family relationship. There is significant effect of emotional maturity development programme on student teacher’s related to father’s concentration component in family relationship.

Manjit Kaur (2012) Emotional Maturity Patterns of Adolescents as Determined by Gender Differences

The study involved comparison of levels of emotional maturity and its components among 600 boys and girls of Amritsar city (Pb) and conclusions were drawn using differential statistics. The present study is the descriptive status survey aiming to observe and describe the differences, if any, in the Emotional maturity level and its components in boys and girls. Sample comprised of 600 adolescents boys and girls of Amritsar city. Emotional Maturity Scale by Kumari Roma Pal (Re-printed 1997), Agra Psychological Research Cell, Agra (40 items with sub fields of Emotional Instability, Emotional Regression, Faulty Social adjustments, Lack of Independence, Flexibility and Adaptability) Analysis of Results: Differential Statistics were calculated to arrive at the diverse Emotional maturity patterns among Adolescent boys and girls. Gender based differences are found in the variable of Emotional Maturity when taken in total city. Adolescent boys come out to be less emotionally mature (Mean 108.34) than girls (Mean 100.86).
Zeinab Mortazavi, Faramarz Sohrabi, Hamid Reza Hatami (2012) Comparison of attachment styles and emotional maturity between opiate addicts and non-addicts

The present study sets to investigate both attachment styles and emotional maturity as two influential factors contributing to the prevention and treatment of addiction. Research has shown that attachment styles contribute to the development of personality traits. Personality is regarded as an effective factor that enhances the inclination towards drug use. Therefore, the present study aimed to investigate the relationship between attachment styles and addiction with emotional maturity. The participants of the present study consisted of 120 people who were assigned into two groups. In one group, there were 60 opiate addicts who were under treatment in Healthy Life Center for Abandonment in Kerman city during March 2010. In the second group, there were 60 healthy people living in Kerman city during the same time. The instruments used to collect the data included Collins & Read attachment scale and emotional maturity scale. Mann Whitney U test and Chi-square test were run to analyze the data. The results showed that there is significant difference in attachment styles and emotional maturity between opiate addicts and non-addicts. The results revealed that addicts usually have insecure attachment styles while non-addicts have secure styles. Besides, addicts enjoyed a lower level of emotional maturity comparing with non-addicts.

Dalwinder Singh, Simerjeet Kaur, and Gaurav Dureja (2012) Emotional maturity differentials among University students

The purpose of the study was to examine the ‘emotional maturity’ among university students. The investigators had selected two hundred (N = 200) male and female subjects, out of which one hundred [N = 100] sportspersons (N = 50 male and N = 50 female) and one hundred [N = 100] non-sportspersons (N = 50 male and N = 50 female) who were studying in various affiliated colleges and campus of Punjab University, Chandigarh. Sportspersons were those who
had participated in Inter-college and Inter-university competitions in various games/sports. Non–sportspersons were those students who did not participate in any game or sport activity. The age of all subjects was ranged between 18 to 26 years. To collect the required data for the present study, ‘emotional maturity’ questionnaire prepared by Singh and Bhargava (1988) was administered. t test was applied to determine the significance of difference and direction of difference in the mean scores of each variable between male sportspersons, female sportspersons, male non-sportspersons and female non-sportspersons. The results revealed significant differences on the sub-variable Social Maladjustment between male sportspersons and female sportspersons. However, no significant differences were found with regard to emotional instability, emotional regression, personality disintegration, lack of independence, ‘emotional maturity’ (total) between male sportspersons and female sportspersons. The results with regard to male non-sportspersons and female non-sportspersons revealed significant differences on emotional instability, emotional regression, social maladjustment, personality disintegration, lack of independence and emotional maturity (total).


The present study was undertaken to study the relationship between Academic stress and Emotional maturity among higher secondary school students of working and Non-working mothers. A sample of 240 higher secondary students from Palakkad and Trissur districts were selected. Academic stress Scale and Emotional maturity Scale were employed to collect the requisite data which was analyzed using Mean, S.D., t-test and correlation. The findings of the study revealed that Emotional maturity of children of non-working mothers is less than that of children of working mothers. The study revealed that negligible relationship exists between Academic stress and Emotional maturity of higher secondary school students. Children of working mothers are emotionally
matured than children of non-working mothers. Children of non-working mothers are low stressed than children of working mothers. Children of working mothers possess high Emotional maturity and at the same time, they are more indisposed to stress and strain. In this context the factors for improving emotional maturity confront with the challenges of the present world. Self-reliance must be generated in students. A healthy family atmosphere plays a significant role for the vital development of a child through the right track. The new social structure of nuclear families and working mothers deeply influence the children’s growth and development at each stage. Since family is the cradle of all social virtues, mother has the role of a pillar that supports and inculcates good values among the children.


The authoritative and parental acceptance is positively correlated with creative potential and good academic performance of school level students, whereas denial parenting style effects negatively on personality with respect to various dimensions like emotional, creative, social etc. If a neglected child manages to pay attention in class, his brain might not be developed enough to grasp the subject, according to the Child Welfare Information Gateway. Because he's intellectually slower than children in the same grade, he's likely to feel frustration, embarrassment and lower self-esteem. Poor language skills often cause the child to avoid class participation and socializing because of fear of being ridiculed. Neglected children often have trouble trusting others, even teachers who want to help them. This makes them less likely to form social bonds with peers. Emotionally and socially stunted children often do not feel empathy for others. They also might feel little remorse when inflicting pain on others, according to the Child Welfare Information Gateway. The isolation he feels when his peers shun him might escalate into even more behavioral problems in class and outside the school environment.

The investigator described that personality attributes such as temperaments, sentiments, emotions etc. are highly stable among accepted children. While as rejected/ overprotected children have emotional instability, and quickly losses the temper under the unforeseen circumstances. Neglected children are more likely to have problems behaving appropriately in the classroom throughout their school career, thus making them less likely to graduate or even attend college. They also are more likely to engage in delinquent behavior. According to the UN guidelines, the policy makers, educators should organize guidance and counseling programmes for parents so they will understand and realizes the importance of positive attitude and care towards their children. The report further revealed that emotional problem of children is harmful for both individual and society.


The present study assessed the impact of maternal employment on the self-concept, emotional maturity and achievement motivation of adolescents. The sample consisted of 75 adolescents of employed mothers and 75 adolescents of homemakers, studying in 8th and 9th standards in Hubli-Dharwad cities of North Karnataka. Children’s Self-concept Scale by Ahluwalia, Emotional Maturity Scale by Singh and Bhargava and Deo-Mohan Achievement Motivation Scales were used to collect the data. The data were analyzed by ‘t’ test and ANOVA. The results revealed that the adolescent children of homemakers have significantly higher self-concept. The children of employed mothers are more socially maladjusted and lacked independence to a very
highly significant level compared to the children of homemakers. Female children of homemakers have significantly higher emotional maturity compared to male children. Female children of employed mothers have significantly higher achievement motivation compared to the male children of employed mothers.

**Geeta S. Pastey and Vijayalaxmi A. Aminbhavi (2006)** *Impact of Emotional Maturity on Stress and Self Confidence of Adolescents*

As emotions do play central role in the life of an individual, one is expected to have higher emotional maturity in order to lead an effective life. It is also true that our behavior is constantly influenced by the emotional maturity level that we possess. Especially, the adolescents who are observed to be highly emotional in their dealings need to be studied. In view of this, an attempt is made in present study to find out the impact of emotional maturity of adolescents on their stress and self-confidence. Sample of the study consists of 105 adolescents studying in XI and XII class at Dharwad city Karnataka State, India. The scales such as emotional maturity (Singh and Bhargav, 1994), Self Confidence Inventory (Rekha Agnihotri, 1987) and Students’ Stress Scale (Deo, 1997) were administered on the selected sample. Along with responses to the above scales, some personal data information was also collected from the sample. The obtained responses were scored and converted to standard (t) scores, and were subjected to ‘t’ test and ‘F’ tests. The findings revealed that the adolescents with high emotional maturity have significantly high stress (t=10.44; p< 0.001) and self-confidence (t=-2.92; p< 0.01) when compared to those with low emotional maturity. Adolescents with more number of siblings have shown significantly higher level of self-confidence (t = 2.96; p< 0.01) than their counterparts. It is also found that educational level of father has significantly influenced stress of their adolescent children (F= 5.303; p< 0.01). Adolescent boys tend to have significantly higher stress than girls (t=1.72) and girls tend to have significantly high self-confidence (t=1.83).

This study probes into the relationship between emotional maturity and self concept on academic achievement of students at secondary stage. Conducted on a sample of 200 students of secondary stage, the study reveals that (i) there is significant difference in the emotional maturity of students of government and private schools; (ii) there is significant difference in the emotional maturity of students who are in hostels and day scholars; and (iii) there is significant difference in the emotional maturity of children of working and non-working mothers and the academic achievement on self concept. It was found a significant negative correlation is found between self-concept and emotional maturity. It was also found negative correlation between academic achievement and emotional maturity. There is significant difference in the emotional maturity of boys and girls. It is revealed that there is significant difference in the emotional maturity of students belonging to urban and rural areas and emotional maturity of students of rural areas is more as their mean scores on emotional maturity inventory is less. There is significant difference in the emotional maturity of students who study in government and private schools. Further emotional maturity of students of private schools is more as compared to their counterparts due to low mean score on emotional maturity scale. It also shows that there is insignificant difference in the emotional maturity of students who live in hostels and those who are day scholars. The study also reveals that there is insignificant difference in the emotional maturity of children of working and non-working mothers.
III. STUDIES ON PARENTAL ACCEPTANCE/REJECTION

Maria, P. A. (2014) Study on scholastic achievement and cogitative powers (giftedness and creativeness) of parentally accepted and rejected children

The investigator searched out, the accepted behavior of parents resulted high scholastic achievements and strong cognitive powers characterized by giftedness, creativeness of children. Whereas rejected children usually suffer from high level of anxiety stress which also become hurdle in their scholastic achievement. The data was analyzed by using various statistical techniques such as t-test, correlation and ANOVA in order to draw the conclusions. The investigator found that all children need love, affection, sympathy, care and encouragement both at school and home environment.


The study aimed at examining relationship of Parental Acceptance and Rejection with Self-Esteem in adolescents. It was hypothesized that parental acceptance will positively, and rejection will negatively affect the child’s self-esteem. In this cross-sectional study, 150 individuals with equal representation of male and female were included. The age of participants ranged from 14 to 17 years with minimum 10 years of education. A set of standard instruments comprising Urdu Version of Parental Acceptance-Rejection Questionnaire and Self-Esteem was administered. Pearson Product Moment of correlation applied for data analysis. Findings of the present study showed positive correlation between parental acceptance-rejection and self-esteem. Parentally accepted adolescents had positive self-esteem and parental rejection found to be associated with negative self-esteem.

It has been observed that parental involvement has significance effect in better academic performance and creativeness of their children. The present research has proved that parental involvement enhanced the academic achievements of their children. The parental care and accepted behavior is helpful for the betterment of their children, without parental support the child cannot perform well sometimes due to the negligence of parents the children leaves the school without completing the course and live the stressful life which directly affects their intellectual and creative powers. It has also proved researchically that children’s inherit capacities are shaped and developed in conducive environment both at school and home. The home is called the first school of child, it is the responsibility of their parents to pay due attention and care towards their children in every walk of life so that proper cognitive development can take place and they show the better performance in every field.

Waqas, R. (2013) Perceived Parental acceptance and rejection with relation to academic achievement and creativeness of secondary school students

The present research aims to explore the effect of parental involvement in the academic achievement and creativity of their children. The research was conducted in Allama Iqbal Town, Lahore city. A total of 150 students (boys and girls) of 9th class of secondary schools (public and private) were taken as respondents. Four schools were selected through simple random sampling which include one boy and one girl from each of the public and private schools categories for equal representation of both boy and girl students in the sample frame of present study. Survey questionnaire was used as a tool for data collection. After the analysis of data, it was found that parental involvement has significance effect in better academic performance and creativeness of their
children. The present research has proved that parental involvement enhanced the academic achievements of their children.

Sanshodhan Kranti, Gurmit Singh and Sanam Dawar (2013) Emotional Maturity and Parent Child Relationship as Predictors of Mental Health of Adolescents

The present study was conducted to predict the Mental Health of Adolescents on the basis of Emotional Maturity and Parent Child Relationship. The sample comprised of 2009 the class adolescents (100 boys and 100 girls) from Government Secondary Schools of Ludhiana City. The data was obtained by using Emotional Maturity Scale (2011) by Singh and Bhargava, Parent Child Relationship Scale (2011) by Rao and Mental Health Battery (2012) by Singh and Gupta. The finding the prediction of Mental Health of Adolescents on the basis of Emotional Maturity and Parent Child Relationship is significantly higher as compared to their separate predictions.

Ahmad M. Mahasneh, Zohair H. Al-Zoubi and Omar T. Batayenh (2013) The Relationship between Parenting Styles and Adult Attachment Styles from Jordan University Students

The purpose of this study was to examine the relationship between parenting styles and adult attachment styles. A random sample of (564) male and female students at the faculty of educational sciences was chosen selected. Two questionnaires on attachment styles and parenting styles were administered to the selected sample population during the academic year of 2012-2013. Results indicated significant positive correlations between the authoritative, negligent and authoritarian parenting styles and secure, anxious-ambivalent and avoidant attachment styles, and negative correlation between negligent and anxious-ambivalent, redundant protection and secure. Results also indicate that parenting styles explain attachment styles and patterning styles predict two sub-dimensions of attachment styles.
Nagaraja, N. Muni (2012) Effect of Parents’ Marital Satisfaction, Marital Life Period and Type of Family on their Children Mental Health Status

This study was conducted on 360 school going (8th, 9th and 10th classes) children and their parents to find out the effect of parents’ marital satisfaction, marital life period and type of family on mental health status of their children. The objectives of the study was to find out the effect of type of family and marital life period of parents on their children’s mental health status and examine the impact of level of marital life period and level of marital satisfaction of parents on their children’s mental health status. Marital satisfaction of the parents was assessed by using Marital Satisfaction scale and mental health status of the children was assessed by using Mental Health Status inventory. Results revealed that marital satisfaction of parents significantly affects mental health status of their children. Parents belonging to joint and nuclear families with high marital satisfaction were compared with parents with low marital satisfaction. Children hailing from high marital satisfaction parent groups of both joint and nuclear families have better mental health than children of parents with low marital satisfaction.


The 600 secondary students were selected for sample size(300 parentally accepted and 300 parentally rejected secondary school students). The data was analyzed by statistical techniques such as mean S.D. and ‘t’ test and it was found that Parentally Accepted have stable personality Profile characterized by positive self-concept, high level of self-esteem and perform well in academic side. On the other hand rejected secondary students have low academic performance` and negative self-concept about themselves. In recognition of this problem, child rights activists have campaigned for the 20th anniversary to
coincide with the agreement of UN guidelines aimed at preventing family separation, and ensuring appropriate care for girls and boys who are without parental care. The full implementation of these guidelines is urgently needed as governments, and many of those working in international development, are not doing enough to address the pressing problem of children without parental care.


This is a review paper that intends to examine the relationship between parental monitoring and self-disclosure, creativity of adolescents with respect to rejection and acceptance. Parenting is a purposeful action of parents towards their children which consists of a combination of behaviors, feelings and expectations that are unique to a particular parent and a particular child. Parental monitoring (tracking and surveillance) of children’s behavior is considered an essential parenting skill. Studies show that well-monitored youths are less involved in delinquency and other norm breaking behaviors, having complete cognitive development and creative abilities. New advancements in technology, mass media and internet have increased the challenges of effective parental monitoring. As a result importance of self-disclosure increases manifold. Voluntary disclosure from child enables parents to know more about him/her and also helps in building an atmosphere of trust and honesty towards each other.

**Saima Arzeen, Bushra Hassan and Muhammad Naveed Riaz (2012) Perception of Parental Acceptance and Rejection in Emotionally Empathic and Non-Empathic Adolescents**

The present study explored the differences between emotionally empathic and non-empathic adolescents towards the perception of parental acceptance and rejection. A sample of 205 (100 girls and 105 boys) was taken from different schools. All participants were 13 to 17 years old (M = 15.0, SD = 1.59). All the participants were taken from private, government and semi-government
Two groups comprising of 68 emotionally empathic and 68 non-empathic adolescents were identified on the basis of percentiles below 33 percentile and above 67th percentile of the total sample obtained on the Emotional Empathy Scale (EES). Emotional Empathy Scale (Ashraf, 2004) and Parental Acceptance–Rejection Questionnaire (Haque, 1981) were used to collect data from adolescents. The results indicated that emotionally empathic adolescents significantly differed from non-empathic adolescents on all the dimension of PARQ. Also non-empathic adolescents perceived their fathers more neglecting as compared to their mothers. The study has implication for the appropriate parenting styles that predispose the adolescent’s empathy level.

**Sadiq Hussain (2012) Perceived Father Acceptance-Rejection in Childhood and Psychological Adjustment in Adulthood**

The present research aimed to determine the differences in psychological adjustment of adults who perceived their fathers as giving acceptance and rejection during their childhood. After a literature review, it was hypothesized that, “Psychological maladjustment mean score would be more for adults who perceived their fathers as rejecting in childhood than those adults who perceived their father as accepting in childhood”. To test this hypothesis the sample of 206 subjects (103 males and 103 females) was selected from different universities of Karachi, Pakistan. To measure the level of perceived father’s acceptance-rejection during childhood, Urdu version of Adult Parental Acceptance-Rejection Questionnaire/Control: Father-Short Form was administered while their psychological adjustment was measured through Urdu version of the Adult Personality Assessment Questionnaire. For statistical analysis of collected data a t-test was applied. Results point out that the hypothesis is statistically proved, indicating that those adults who perceived their fathers as providing rejection in their childhood, their psychological adjustment was poorer than those who were given acceptance.
Salma Amin Rattani (2012) Working and Nonworking Women’s Descriptions and Experiences of their Roles in Society

In a society both, men and women play a pivotal role and their roles may be defined based on their cultural values and societal norms. Understanding and conformity with these roles may be expected by both the genders. However, to limit the scope, this study aimed to explore working and nonworking women’s descriptions and experiences of their roles in society. A descriptive exploratory research design was used. After approval from ethics review committee, Aga Khan University, the data was gathered from women in three communities representing the low, middle and upper socioeconomic strata, in Karachi, Pakistan. The participants were selected by critical case sampling. The sampling was terminated once the saturation was achieved. The in-depth interviews were conducted by using the interview guide. Thirty-five women participated in the study. Data was analyzed using descriptive statistics. The findings showed that the participants identified three main roles of women in a society. These roles are familial, financial supporter, and socio-political roles. Women’s experiences and feelings related to these roles had an impact on their quality of life.

Arzu Ozyurek (2012) The Effect of Parental Acceptance in the Success of Inclusion in Pre-school Education

The factors that affect the success of inclusion could be listed such as peer support, perceptions of school staff and the parents of disabled and normal developing children towards inclusion, their attitudes and support and the quality and applicability of the training program. Qualitative research design was used in order to examine the effect of parental acceptance in the developmental success of a child in inclusion that was diagnosed as having Down's syndrome with mild mental retardation. The disabled child in inclusion was observed in classroom environment and Gazi Early Childhood Assessment Tool – GECDA was used in determination of developmental characteristics of
the child. Semi-structured interviews were carried out in the study with the parents of the disabled child, with 2 of the normal developing children and their parents, with the class teacher of the inclusion class and with the administrator of the school. At the end of the study, all adult participants stated positive and negative aspects of the inclusion. It was remarkable that the parents were quite influential in the acceptance of the disabled child by the school management, demonstrating positive attitudes towards him and in planning of the training program. It was determined that the parental acceptance of the disabled child has an important place not only in child’s education but also in his integration into social life.


Malaysia is a developing country and government’s urbanization policy in 1980s has encouraged migration of rural population to urban centers, consistent with the shift of economy orientation from agriculture base to industrial base. At present about 60% Malaysian live in urban areas. Live demands and labor shortage in industrial sector have forced mothers to join labor force. At present there are about 65% mothers with children below 15 years of age working full-time outside homes. Issues related to parenting and children’s development becomes crucial especially in examination oriented society like Malaysia. Using 200 families as sample this study attempted to examine effects of parenting styles of dual-earner families on children behaviour and school achievement. Results of the study indicate that mother’s and father’s authoritative style has positive effects on children behaviour and school achievement. In contrast, the permissive and authoritarian styles have negative effects on children behaviour and school achievement.

The investigator described that personality attributes such as temperaments, sentiments, emotions etc are highly stable among accepted children. While as rejected/ overprotected children have emotional instability, and quickly losses the temper under the unforeseen circumstances. Neglected children are more likely to have problems behaving appropriately in the classroom throughout their school career, thus making them less likely to graduate or even attend college. They also are more likely to engage in delinquent behavior. According to the UN guidelines, the policy makers, educators should organize guidance and counseling programmes for parents so they will understand and realizes the importance of positive attitude and care towards their children. The report further revealed that emotional problems of children are harmful for both individual and society.

Kingsley, N. (2011) The influence of authoritative parenting style (Acceptance/Rejection) on creativity and academic Achievement of adolescents

The study was carried out to find out the influence of parental authoritativeness on creativity and academic achievement. As expected, the result shows that both mothers and fathers’ authoritativeness positively relate to the academic achievement. The study further reveals that parental bonding in relation to their children has no significant impact on creativity, as creativity is inborn trait of an individual, which is not almost affected by the environmental conditions. The research further revealed that amount of creative potential remains constant in an individual, its neither increases nor decreases over the period of time or changing of social and physical environment.
Sumbleen, A. (2011) Perceived teacher and parental acceptance-rejection with relation to academic achievement, adjustment, and behavior of children

Parental acceptance-rejection theory (PART) is a socialization theory which attempts to predict and explain major causes, consequences and other correlates of parental acceptance-rejection globally. Academic achievement and psychological adjustment have long been of concern to educators, parents and policymakers. Researchers have explored variables which interact between parental acceptance rejection and children’s academic performance. A burgeoning literature suggests that the quality of the relationship which children have with their parents and teachers has significant developmental consequences. Research in this area has indicated that security in the teacher-child relationship influences children’s development in the same way that parent-child attachment does. Children may look to their teachers for the same kind of security and emotional response as they do to their parent. This article is a review of 17 publications appearing over the period of time. Our primary purpose is to present a comprehensive and cross-cultural picture of the relationship between children’s perception of their teachers’ and parents’ (or primary caregivers’) acceptance-rejection, children’s level of academic achievement and psychological adjustment. This article was written in recognition of the fact that majority of the research on the consequences of perceived teacher acceptance-rejection has been done in the United States of America and other predominantly English countries and therefore, little is known about this phenomena outside these countries. Findings of the present study have important implications for the researchers, policy makers, educational psychologists, and counselors in taking appropriate measures for improving students’ school-conduct, psychological adjustment, and academic achievement in more significant ways.
Valerie, J. (2011) Parental acceptance and rejection on secondary school going children with relation to their academic achievement.

This paper reviews the research literature on the relationship between parental involvement (PI) and academic achievement, with special focus on the secondary school (middle and high school) level. The results first present how individual PI variables correlate with academic achievement and then move to more complex analyses of multiple variables on the general construct described in the literature. Several PI variables with correlations to academic achievement show promise: (a) communication between children and parents about school activities and plans, (b) parents holding high expectations/aspirations for their children's schooling, and (c) parents employing an authoritative parenting style. We end the results section by discussing the findings in light of the limitations of no experimental research and the different effects of children's versus parents' perspectives on academic achievement. The research findings were drawn on the bases of data analysis and it was found that favourable home environment and parental support is directly preoperational to the academic achievement of school going children. The children, who get proper support from their parents, perform well in their academic side and on the other hand children who have been rejected show low academic performance.


Malaysia economy has shifted from lower-income agriculture to upper-middle income and increasingly industrial based. This development results the changing of economic pattern, sectorial of employment and demographic pattern. By 1990s Malaysia became an exporter of manufactured goods with just few primary products such as petroleum, palm oil and rubber. Rapid urban and industrial development has encouraged massive migration of rural
population to the urban industrialized areas. The cities and government policy are not well structure in terms of housing, public amenities and social supports for the new migrants. At present about 65 percent of Malaysian are living in the urban areas. These developments have affected families in many ways and the most substantial change is the large extended family has become nuclear family unit. Overall most family still regard education as an important tool for social mobility. Research on effect of parental works conditions on children development in the past were focused on mothers’ work condition without much consideration that fathers also play important part in raising children. The present research attempted to investigate this issue and specifically focused on relationship between fathers’ work conditions on children’ school achievement. Following survey method, this study deployed 400 fathers (200 = Malay, 200 = Chinese) 400 primary school children as sample of study. Data of this study are analyzed using path model analysis. Results of this study indicate that fathers work conditions has modest effects on parenting styles, children behavior and school achievement.

**Abdorreza Kordi (2010) Parenting Attitude and Style and Its Effect on Children’s School Achievements**

The paper reviewed empirical studies on children’s school achievements. The contributions of parenting attitude and style were examined in relation to children’s school achievement. A strong relationship between children’s school achievement and parenting attitude and style was reported in the paper. Findings from the review revealed that authoritative parenting styles were associated with higher levels of children’s school achievement, though findings remain inconsistent across cultures and societies. Future studies may explore some of the salient issues underlying the inconsistencies reported in the study, particularly the contradictory results between Asian and European American school children.
Mary Lou de Leon (2010) Maternal Predictors of Behavioral Problems Among Mexican Migrant Farmworker Children

This study investigated the impact of maternal parenting factors on the emotional and behavioral health of Mexican Migrant Head Start children. Although the majority of children sampled in this study did not exhibit problematic behaviors, the findings concluded that children who demonstrated emotional and behavioral problems experienced a more rejecting maternal parenting style, greater parenting stress, and mothers reporting feelings of depression. Gender differences were found between the behavioral and emotional problems of sons and daughters. Surprisingly, years in the United States, maternal birthplace, income, education, and language spoken in the home were not associated with child behavioral problems.


Parents are actively involved in their children’s education at all ages, and school based parental involvement programmes are in fashion in developed countries. Yet so far, economists have devoted little attention to determinants, levels and effects of parental involvement. This review is concerned with parental involvement for school-aged children. It has found that parental rejection approach is negatively related to academic performance and self-concept on the other hand it has not any specific relation with creative potential of children we comprehensively survey the economic literature on the topic, and selectively review theoretical and empirical studies outside economics. Studies on the spontaneous involvement of parents can answer questions on why parents become involved. On the other hand, recent local and national reforms can improve our understanding of the extent to which children’s
success is influenced by what parents do. We use this distinction to organize the literature and underline the open questions in each field.

**Ramadan A. Ahmed, (2010)** *Parental Acceptance and Rejection: Theory, Measures, and Research in the Arab World*

The purpose of this article is to summarize the rich and growing body of research that draws from parental acceptance-rejection theory (PAR Theory) and associated measures as used throughout the Arab world. This body of work includes more than 100 studies that explore the reliability and validity of Arabic adaptations of several measures of parental acceptance-rejection, antecedents of acceptance-rejection, and mental health and educational consequences of perceived acceptance-rejection in the Arab world. Overall, Arab research provides strong support for the pan-Arab applicability of PAR Theory and the research instruments derived from it. Evidence provided in this review tends to be so robust and so consistent that we believe educators, psychologists, and other professionals should feel confident developing policies and practice-applications based on PAR Theory and its associated measures in the Arab world. For example, Arab educators, psychologists and others might consider preparing written and visual materials based on evidence provided here that would provide advice and guidance to parents and other members of the general public for helping promote educational achievement and optimal mental health in children and adults throughout the Arab world.

**Sibnath Deb, Pooja Chatterjee & Kerryann Walsh (2010)** *Anxiety among high school students in India: Comparisons across gender, school type, social strata and perceptions of quality time with parents.*

The objective of the study was to understand anxiety among adolescents in Kolkata city, India. Specifically, the study compared anxiety across gender, school type, socio-economic background and mothers’ employment status. The study also examined adolescents perceptions of quality time with their parents.
A group of 460 adolescents (220 boys and 240 girls), aged 13-17 years were recruited to participate in the study via a multi-stage sampling technique. The data were collected using a self-report semi-structured questionnaire and a standardized psychological test, the State-Trait Anxiety Inventory. Results show that anxiety was prevalent in the sample with 20.1% of boys and 17.9% of girls found to be suffering from high anxiety. More boys were anxious than girls (p<0.01). Adolescents from Bengali medium schools were more anxious than adolescents from English medium schools (p<0.01). Adolescents belonging to the middle class (middle socio-economic group) suffered more anxiety than those from both high and low socio-economic groups (p<0.01). Adolescents with working mothers were found to be more anxious (p<0.01). Results also show that a substantial proportion of the adolescents perceived they did not receive quality time from fathers (32.1%) and mothers (21.3%). A large number of them also did not feel comfortable to share their personal issues with their parents (60.0% for fathers and 40.0% for mothers).

Nancy E. Hill and Diana F. Tyson (2009) A Meta-Analytic Assessment on family-school relationships and parental rejection and acceptance with relation to achievement of middle school students.

Early adolescence is often marked by changes in school context, family relationships, and developmental processes. In the context of these changes, academic performance often declines, while at the same time the long-term implications of academic performance increase. In promoting achievement across elementary and secondary school levels, the significant role of families, family-school relations, and parental involvement in education has been highlighted. Although there is a growing body of literature focusing on parental involvement in education during middle school, this research has not been systematically examined to determine which types of involvement have the strongest relation with achievement. The authors conducted a meta-analysis on the existing research on parental involvement in middle school to determine
whether and which types of parental involvement are related to achievement. Across 50 studies, parental involvement was positively associated with achievement, with the exception of parental help with homework. Involvement that reflected academic socialization had the strongest positive association with achievement. Based on the known characteristics of the developmental stage and tasks of adolescence, strategies reflecting academic socialization are most consistent with the developmental stage of early adolescence.


This research examined whether various dimensions of parental involvement predicted 10th-grade students’ motivation (engagement, self-efficacy towards math and English, intrinsic motivation towards math and English) using data from the Educational Longitudinal Study of 2002 (ELS 2002). Results showed that both parent’s educational aspiration and acceptance for their children and school-initiated contact with parents on benign school issues had strong positive effects on all five motivational outcomes. On the contrary, parent–school contact concerning students’ school problems was negatively related to all five motivational outcomes investigated in the study. Additionally, parental advising positively predicted students’ academic self-efficacy in English as well as intrinsic motivation towards English, and family rules for watching television were positively linked to students’ engagement and intrinsic motivation towards both English and math.

**Crandall et. al., (2008) Comparative study on creative development and achievement of boys and girls with relation to parental accepted and rejected behavior**

The researcher highlighted that parental accepted behavior plays very important role in shaping the cognitive development of children. Parental practices which engender emotional security and low anxiety, independence and high internalized goals for achievement are associated with accelerated
cognitive development. Mothers who value achievement, set high achievement standards, and reward their children for satisfactory performance have boys and girls who have high achievement. The mothers accepted behavior effect creative-cognitive development and high achievement of both boys and girls.

Walter S.W. (2007) Poor supervision of teachers, rejection of parents with relation to social isolation and academic performance of 4th grade students

The study is conducted to study academic performance and social isolation with relation to poor supervision of teachers and rejection of parents. It has been found that children’s low academic performance is mirrored on the poor self-esteem, poor supervision from teachers and parents and this is compounded by the infrequent school attendance, nutrition, state of depression among the children and social isolation. The emerging findings and knowledge gained from this work present a critical guide and a framework for policy practitioners to implement measures that can effectively address low performance among 4th graders.

Jeynes (2007) Educational outcomes, cognitive development with relation to parental acceptance and encouragement of white and minority children

The objective of the study was to determine the influence of parental acceptance and encouragement on the educational outcomes and cognitive development of urban secondary school children of California. The results indicated that the parental acceptance and encouragement effects educational outcomes and cognitive development, both encouragement, parental acceptance helps to increase the confidence and aspiration among the children which directly results high achievement and proper functioning of cognitive domain as a source of discovery and new creation of ideas of thoughts of secondary school students for both White and minority children.
Dixit (2007) **Comparative study on intelligence and academic achievement of adolescent’s boys and girls of class ix and xi with relation to family involvement and parental accepted behavior.**

An investigator conducted a comparative study of intelligence and academic achievement of adolescent boys and girls studying in class IX and XI. The sample for the study consisted of 800 students. Half of them were boys and half were girls. Jalota’s Group General Mental Ability Test was administered to get an idea about mental ability, and marks obtained by them in the annual examination were taken as the criterion of academic achievement. The main findings of the study were (1) among class XI students there was no difference in the academic achievement of intellectually superior and intellectually very superior of parentally accepted boys and girls. (2) On the other, intellectual level of academic achievement of parental accepted girls was superior over boys.

Lakshmi and Minakshi (2006) **Study on perceived prenatal acceptance behavioral approach with relation to academic school success and competence of male and female students**

The researcher described that perceived parental behavior as related to students’ academic school success and competence on a sample comprised of 500 high school students consisting 250 male and 250 female students of Varanasi city. Data were collected by administering adolescents’ perception of parental behavior questionnaire and academic competence scale developed by the researcher and associates. School success was assessed by marks obtained in high school board examination. Results of the study revealed that parental acceptance and encouragement scores were positively related with academic success. The results indicated that parents who accepted their children and using less restrictive and hostile psychological control results with higher academic success and competence.
Aremu et al. (2006) Comparative study on emotional intelligence and academic achievement of 500 male female adolescents with relation to parental accepted and rejected behavior

The study investigated that relationship among emotional intelligence, academic achievement and parental acceptance/rejection of male and female adolescent students. A sample of 500 adolescents consisting 250 males and 250 females was drawn through randomized process from 10 senior secondary schools of Ibadan in Nigeria. Data were gathered through parental involvement rating scale developed by the researchers themselves and from the school records. The results indicated that there is a positive relation between emotional intelligence and academic achievement of male-female parentally accepted and rejected adolescents. The parentally accepted children showed better academic achievement and have stable emotions as compared to rejected adolescents.

Sarita (2006) Study on creative development and achievement of parentally accepted and rejected adolescents

The investigator made an attempt to study the psychosocial problems of parentally accepted and rejected adolescents. Sample of 400 adolescent children (200 parentally accepted and 200 parentally rejected children.) of age group 14-17 was selected by stratified random sampling technique. Mean, SD and t-test were used as statistical techniques. Major finding of the study was that parental accepted adolescents were better than then parental rejected adolescents in the areas of achievement, personality and creative development. The parental negative behavior creates psychological problems for children as stress, depression, aggression fear etc. commonly found among parentally rejected adolescents. The parentally accepted children have strong personality profile and also have good mental health which results high achievement.
Aremu et al. (2006) Comparative study on emotional intelligence and academic achievement of 500 male female adolescents with relation to parental accepted and rejected behavior

The study investigated that relationship among emotional intelligence, academic achievement and parental acceptance/rejection of male and female adolescent students. A sample of 500 adolescents consisting 250 males and 250 females was drawn through randomized process from 10 senior secondary schools of Ibadan in Nigeria. Data were gathered through parental involvement rating scale developed by the researchers themselves and from the school records. The results indicated that there is a positive relation between emotional intelligence and academic achievement of male-female parentally accepted and rejected adolescents. The parentally accepted children showed better academic achievement and have stable emotions as compared to rejected adolescents.


The objectives of this study were to evaluate whether the child’s age at the time of adoption or at the time of attachment assessment predicted child attachment security in adoptive families and also whether the adoptive mother’s internal attachment representation predicted the child’s attachment security. The participants were 106 mother– child dyads selected from the 406 adoptions carried out through the Lisbon Department of Adoption Services over a period of 3 years. The Attachment Behavior Q-Set (AQS; Waters, 1995) was used to assess secure base behavior and an attachment script representation task was used to assess the maternal attachment representations. Neither child’s age at the time of adoption, nor age of the child at assessment significantly predicted the AQS security score; however, scores reflecting the presence and quality of maternal secure base scripts did predict AQS security. These findings support the notion that the transmission of attachment security across generations
Review of the Related Literature

involves mutual exchanges and learning by the child and that the exchanges leading to secure attachment need not begin at birth. These results complement the findings and conceptual arguments offered by Bowlby and Ainsworth concerning the critical influence of maternal representations of attachment to the quality of attachment security in children.

**Denile (2005)**  
A comparative study on Parenting Practices, Parenting Styles, and parental acceptance/rejection level with relation to Adolescent School Achievement

This article reviews the literature on the relationship among parenting practices, parenting styles, and adolescent school achievement. The review of the empirical research indicates that parental involvement and monitoring are robust predictors of adolescent achievement. Several studies, however, indicate that parental involvement declines in adolescence, prompting the call for future research on the reasons for and associated consequences of this decline. Furthermore, the review indicates that authoritative parenting styles are often associated with higher levels of student achievement, the parental acceptance of adolescents is positively correlated with their achievement. Although these findings are not consistent across culture, ethnicity, and socioeconomic status. Darling and Steinberg’s contextual model of parenting provides a promising model to help resolve these discrepancies, however, further research is needed to examine the major linkages of the model. It is also argued that the contextual model should expand its notion of context towards the larger cultural and economic context in which families reside.

**Varte et al. (2005)**  
Comparative study on intelligence characterized by creativeness/giftedness and academic achievement of high school students with relation to parental accepted and rejected approach and home environment.

Intelligence and academic achievement in relation to parent child relationship with the objective to study the influence of parent child relationship on
intelligence and academic achievement of high school students by taking a sample of 450 students selected through stratified random sampling technique. The number of previous studies reveals that parental accepted/rejected behavior and social environment effects the overall development of child and also various survey reports showed that most of the creative and gifted children belong to well socially and culturally developed families. The achievement and creative abilities are highly effected by home and social involvement of the child.

**Kyoung-hoon Lew (2005) Study on relationship among Creativity, Motivation and parental approach in Creative Home Environment of Young Children**

The purpose of this study is to investigate the relationships among creativity, intrinsic/extrinsic motivation and creative home environment. The results of this study were as follows: First, there were significant positive relationships between the intrinsic motivation and the creative personality of the young children but there were no statistically significant relations between the intrinsic/extrinsic motivation and the creative thinking ability. Second, the intrinsic-high/extrinsic-high motivation group was higher than any other types of motivation groups in creative personality. Third, there were significant relationships between the creative thinking ability and creative personality with the creative home environment. Children rejected or over control from parental side have low creative ability. The creativity score of students with high intrinsic motivation and high extrinsic motivation was relatively high in average. In fluency and originality, there was a difference between the group of students with high intrinsic motivation and high extrinsic motivation and the group of students with low intrinsic motivation and low extrinsic motivation. However, it was university student-targeted study and it is hard to find young child-targeted studies. In the previous studies on the creativity and the motivation, researchers were not able to deliver consistent results. Thus, we
need systematic data to verify the relationship between the creativity and the motivation which are the most interesting variables for children's creativity. It is necessary and important research task to verify empirically theories which provide concrete and substantial information to enhance creativity.

**Gaur (2005) Study on impact of home environment, parental approved and disapproved behavior on academic achievement and creative abilities of senior secondary school students.**

The study revealed that the impact of home environment and parental approved and disapproved behavior effects on academic achievement and creative abilities of senior secondary school students the data was analyzed by applying statistical techniques and results were drawn that Students who were living in rich home environment and have proper parental support are higher in their academic achievement and creative development as compared to the students who were living in poor home environment and rejected by their parents.

**Saini (2005) Study on family environment, parental accepted and rejected behavior with relation to academic achievement of adolescents.**

The investigator conducted a study on family environment and academic achievement of parentally accepted and rejected adolescents. Sample of 415 adolescents was selected by stratified random sampling method. Tools used were, Family Environment Scale by Moos and Moos; Parental acceptance-rejection questionnaire, Battery of Achievement Tests in the subject Mathematics, General Science and Social studies by Anand. Mean, SD and t-test were used as statistical techniques. It was found that accepted adolescents were found more independent and high achiever than rejected adolescents.

It has been studied that recognized mothers’ strategies for children’s school achievement. The investigator collected data from heterogeneous sample of mothers of eighth graders through interview schedule. The findings of study showed that mothers’ encouragement has positive impact on the academic achievement of the students. The results also indicated that parents actively managed their children’s school career in a way that could have direct consequences for their children’s academic achievement. The number and types of parental encouragement strategies suggested by the mothers were found to be same hence there might be some standard parental encouragement strategies. Mother’s encouragement was also found to have positive influence on the academic performance of the students.

Fauzia Khurshid et al. (2003) University Students’ Perception of Acceptance & Rejection on parental, sibling and peer.

The purpose of this study was to extend the existing body of knowledge on the perception of acceptance and rejection among the university students. A conceptual framework which illustrates three dimensions of acceptance and rejection including parental, siblings and peer group was developed. The present research was a descriptive study which used an indigenous research inventory to measure acceptance and rejection. The study was carried out on a sample of 100 university students and it explored the impact of demographic variables including gender, age, birth order, and family income level on determining the level of acceptance and rejection. Result of the study revealed that the phenomenon of university students’ acceptance and rejection does exist among. Male students experience high parental and siblings rejection than female students. Students from higher income families experience higher
rejection compared to students from low income families. The findings also indicated that different demographic variables contribute significantly in determining the perceived level of acceptance and rejection.

**Ronald P. Rohner (2002)** *Parental Acceptance-Rejection and Life-Span Development: A Universalist Perspective*

Parental acceptance-rejection theory (PART) is a theory of socialization that attempts to predict and explain worldwide causes, consequences, and other correlates of parental acceptance-rejection. Additionally, the theory attempts to predict and explain the consequences of acceptance-rejection in other primary interpersonal relationships, including intimate adult relationships. Empirical evidence overwhelmingly supports the major postulates of the theory, especially Parental Acceptance Rejection Theory’s personality sub theory, which predicts that perceived parental rejection is likely to be universally associated with a specific form of psychological maladjustment. Members of every society and ethnic group so far studied tend to respond to perceived acceptance-rejection precisely the way the theory predicts. With this information it should now be possible to formulate culture-fair policies, programs, interventions, and other applications for enhancing the welfare of humans elsewhere.


Cross-cultural and intercultural evidence converges on the conclusion that four classes of mental health issues are possible worldwide correlates of parental acceptance-rejection. Strongest evidence supports parental acceptance-rejection theory’s personality sub theory that postulates a universal relationship between perceived parental acceptance-rejection and psychological adjustment. Substantial evidence also supports the likelihood of worldwide correlations...
between parental acceptance-rejection and three other mental health issues: (a) unipolar depression and depressed affect; (b) behavior problems, including conduct disorder, externalizing behaviors, and delinquency; and (c) substance abuse. Finally, limitations in this body of research and implications of the findings for policy and practice are discussed. In this study we review cross-cultural and intra-cultural evidence about possible worldwide mental health correlates of parental acceptance-rejection. Parental acceptance-rejection forms of Parental Acceptance Rejection Theory (PART) to be universally associated with perceived parental acceptance-rejection. Each of these dispositions is expected to vary directly—except for dependency—with the form, duration, and intensity of acceptance or rejection experienced. Thus, children who perceive themselves to be rejected (or adults who had experienced rejection in childhood) are expected in PAR Theory to develop the following personality dispositions to a significantly greater extent than those children or adults who experience themselves to be accepted: (a) hostility, aggression, passive aggression, or problems with the management of hostility and aggression; (b) dependence, or defensive independence; (c) impaired self-esteem; (d) impaired self-adequacy; (e) emotional unresponsiveness; (f) emotional instability; and (g) negative worldview. Together these dispositions reveal significant psychological adjustment (or mental health) problems. Details of the theoretical rationale for expecting these dispositions to emerge in the context of perceived parental rejection are provided in Rohner (1986, 1994, 1999, 2002b) experience of parental rejection is one irreducible cause of social, emotional, behavioral, and social-cognitive problems in the development of children, adolescents, and adults everywhere—regardless of differences in gender, ethnicity, race, language, socio-cultural background, or other such limiting conditions.
Veneziano et.al (2001) **Home accepted/rejected children and impact of maternal and paternal influence on mental health, academic competence**

Studies comparing paternal and maternal influence find that paternal acceptance is related to children’s social and academic competence. Accepted children have good mental health and positive thinking which resulted in outstanding academic competence, on the other hand, maternal, paternal rejected children have poor mental health characterized by fear, stress, and low level of aspiration which becomes a main cause of low achievement. The data was analyzed by statically, the mean score as perceived paternal acceptance (M = 112.1, SD = 32.8, n = 233) indicates that children in this sample experienced on the average more paternal acceptance than rejection. Twenty-nine (12.4%) of the children had PARQ scores (father version) at or above 150, indicating that they experienced significantly more paternal rejection than acceptance.

Ginsburg and Bronstein (2001) **Intrinsic and extrinsic motivational orientation and academic performance of fifth grade students with relation to parental accepted and rejected approach**

It has been found that family factors related to children’s intrinsic and extrinsic motivational orientation and academic performance. Data were collected from 93 fifth grade students and their parents. Achievement scores were obtained from school records. Parental negative control, non-involvement, extrinsic rewards and over-and under controlling family styles were found to related significantly with extrinsic motivation and lower academic achievement of the students. On the other hand, parental encouragement was associated with intrinsic motivation of the students. Autonomy-supporting family styles were found to have positive association with academic performance of the students.
Catsambis (2001) Fallow-up national educational longitudinal study of teachers, administrator’s encouragement and parental acceptance and rejection with relation to achievement and creativity of college going students

Data was analyzed from the national educational longitudinal 88 study and its second follow-up national educational longitudinal study-92 in England. Data were collected by questionnaire from 134,580 parents, students, teachers, principals and administrators observing the effects of their approach on achievement and creativity on college going students. The results of the study depicts that high levels of parental expectations, consistent encouragement and accepted approach enhance learning opportunities and are positively associated with student’s high aspiration, creation of innovative ideas and academic achievement of college going students.

Fan and Chen’s (2001) A study on degree of parental acceptance and rejection of white and middle class families with relation to creativity and academic achievement of their school going children

Meta-analysis of the literature concerning the connection between parental involvement and student’s academic achievement suggests a “moderate to practically meaningful “relationship. The relationship seems to be more general than specific, indicating that parental involvement has an overall effect on student’s success, rather than a direct effect on any particular subject area. Their research finds parent’s expectations and dreams for their children’s academic achievement and creative potential are the strongest factor influencing student’s school performance. Bastiani (2000) echoes a similar challenge by raising the question of identifying a clear connection between parents’ contributions and student progress. Parent involvement can have an impact on student learning throughout all grades. Although involvement in high school tends to decrease, student’s study habits, behavior, and attitude toward school can be influenced by parent’s interest even in the school.
“Meaningful parental involvement” is a term that requires dialogue among teachers and parents. Culture, socioeconomic background, and family characteristics influence the degree of parental involvement, and ultimately the impact it has on student achievement and creative ability. Parental involvement at home seems to have a more significant impact on cogitative development.
AN OVERVIEW

The review of studies mentioned in the chapter II led to the following conclusion. The mother has a great influence on almost all aspects of child’s personality. However when the mother enters the labor force, their home life suffers, as they have to perform dual role as domestic as well as occupational duties. This in turn may affect their child’s emotional and personality profiles. Children receive different types of treatments belonging to either working or non-working mothers.

The trend which emerges out of the related literature is that large number of studies have been carried out in this area of children of working and non-working mothers on different variables like self-concept, academic achievement, cognitive development adjustment, achievement motivation, stress, emotional intelligence etc. However few studies have been conducted on personality profiles, emotional maturity and parental acceptance rejection of children of working and non-working mothers at the national and inter-national level and no study have been conducted in Jammu and Kashmir till date.

The trend also reveals that the research carried out are descriptive in nature and mostly ‘t’-test have been used to analyze the data. Few studies have utilized correlation and ANOVA, but no study has investigated all the variables namely personality profiles, emotional maturity and parental acceptance/rejection of children of working and non-working mothers.