CHAPTER VI

SUMMARY, PRINCIPAL FINDINGS AND SUGGESTIONS

SUMMARY

Most research in the parent-child area operates on the assumption that there is a direct and discernible relation between parent variables (behavior, attitudes, personality) and child behavior and personality. But for several reasons this may well be an over-simplification. First, the causes of child behavior are complex, involving influences exerted by parent, siblings, peers and others of psychological significance in the child's environment. It is not surprising that almost no research has considered all of these variables simultaneously. And even if such a study were attempted, it probably would be doomed to failure because it may not be combinations of these variables or even a weighted combination that is important; but perhaps the salience, in a psychological sense, of a single variable is most influential in affecting the child.

Second, parents and children influence each other in a mutual, two way fashion although much of the research is based on a one tail theory, as Bell (1964) has termed it. The infant helps to shape his environment just as he is shaped by it.

Most contemporary personality theories attach great importance to the role parents play in determining the personality characteristics of children. Such emphasis is wisely placed. The
primacy, the intimacy, and the extensive protection of parental influences are likely to render them crucial to the formation of personality tendencies among children. In view of these considerations, there is a clear need for research in which important aspects of parental influence are examined, the behavior of children concurrently appraised, and relationship between the two sets of variables determined.

Keeping the above facts into consideration the proposed study aimed at studying the perceived Parental Acceptance-Rejection of the children living in Nuclear and Extended Families. Besides this the effect of parental Acceptance-Rejection on the personality dispositions was also studied. The perceptions of the children were mostly correlated with the perceptions of the mother about the way she treats them and also how she assess the personality dispositions of her children. The following objectives were taken up in the present work:

1. To study the perceived parental Acceptance-Rejection of the children (Boys and Girls) living in nuclear families and its effect on their personality dispositions.

2. To study the perceived parental Acceptance-Rejection of the children (Boys and Girls) living in Extended families and its effect on their personality dispositions.

3. To study comparatively the perceived parental Acceptance-Rejection of the children (Boys and Girls) living in Nuclear and Extended families and also its effect on their personality dispositions.
4. To study the mother's perception living in a Nuclear family of the way she treats her child (Acceptance-Rejection) and also her assessments of the personality dispositions regarding them.

5. To study the mother's perception living in a Extended family of the way she treats her child (Acceptance-Rejection) and also her assessments of the personality dispositions regarding them.

6. To study comparatively the mothers' perception living in Nuclear and Extended families of the way they treat their children (Acceptance-Rejection) and also their assessments of the personality dispositions regarding them.

7. To study the parental Acceptance-Rejection of the children of the working and non-working mothers living in Nuclear family and its effect on their personality dispositions.

8. To study the perceived parental Acceptance-Rejection of the children of the working and non-working mothers living in Extended family and its effect on their personality dispositions.

9. To study comparatively the perception of the working and non-working mothers living in Nuclear and Extended Families of the way they treat their children (Acceptance-Rejection) and also their assessments of their personality dispositions.

In the present study nine Null hypotheses were formulated which assert that there is no true difference between two population means and that whatever difference is found between the sample means is, therefore, accidental and unimportant. Independent variables in the present study are the Nuclear and Extended families and the dependent variables comprise of the
parental Acceptance-Rejection and personality dispositions. Besides these the present study has two categorical variables, working and non-working mothers, and sex, which are studied separately in relation to the independent variables i.e. Nuclear and Extended families and the dependent variables i.e. parental Acceptance-Rejection and personality dispositions. The control variables of the present study are age - this factor has been delimited to the age group from 7 through 12 years; Area - the study is restricted to the urban setting; and Education - children whose mothers are educated (minimum matriculate).

Chapter II, Review of the Related Literature, covered studies related to the variables under study. The review of studies was given under eight major heads:

(a) Parental Acceptance-Rejection,
(b) Perceived Parental Behavior,
(c) Child Rearing Attitudes,
(d) Neglected, divorced, widowed mothers,
(e) Working and Non-working Mothers,
(f) Father's Role,
(g) Birth Order, Family Size, Marital Status,
(h) Family Structure and Some Personality and Social Correlations of Parental Behavior.

In Third Chapter, Conceptual Framework, the important concepts used in the present research have been operationally defined as identifying the exact nature and dimensions of a concept of major importance in a research work. The concepts’
elaborations suggest and specify the variables taken up in the investigation with an indication of the data and technique needed to answer the problem.

The subjects were 150 children (75 boys and 75 girls) and their mothers living in Nuclear family and 150 children (75 boys and 75 girls) and their mothers living in Extended families. The children were from 7 through 12 years of age. Attempt was made to include children whose mothers were educated (minimum matriculate), belonged to middle class families and resided in urban areas. The mothers were further classified on the basis whether they were working or non-working.

Two general types of family make-ups studied are (1) the typical or Nuclear and (2) the Extended or elongated. The Nuclear family consists of the parents (mother and father) and off-springs (sons and daughters). The extended family involves the basic nuclear setting plus additional relations residing within the same house (grandparents, aunts, uncles etc.)

Rohner's (1981) Parental Acceptance-Rejection Questionnaire (child and mother PARQ) and the Personality Assessment Questionnaire (child and mother PAQ), along with the Parental Acceptance-Rejection Interview schedule (child and adult PARIS) and the Background Data Schedule (BDS) as adopted in Hindi by Seth (1986) were administered upon the children (Boys and Girls) and their mothers living in Nuclear and Extended families.

The data collected was subjected to scoring as per procedure laid down in the Manual. Means, SDs and t ratios were calculated.
to find out whether the two groups differed significantly or not and Pearson Product Moment Correlations were computed to determine the relationships between the Parental Acceptance-Rejection scores and Personality Assessment scores. \( \chi^2 \)'s were also used in connection with PARIS items.

**PRINCIPAL FINDINGS**

The data analyzed by means of the above mentioned scales were presented in different tables and the descriptions and discussion of results were given in Chapter V. On the basis of the interpretation and results we may draw the following principal findings:

A. On the *negative warmth scale* of the PARQ:
1. The boys scored significantly higher than the girls living in nuclear families.
2. The girls scored significantly higher than the boys living in extended families.
3. The children living in extended families scored higher, but did not differ significantly from the children living in nuclear families.
4. The mothers of boys scored higher, but did not differ significantly from the mothers of girls living in nuclear families.
5. The mothers of girls scored significantly higher than the mothers of boys living in extended families.
6. The mothers living in extended families scored higher, but...
did not differ significantly from the mothers living in nuclear families.
7. The children of working mothers scored higher, but did not differ significantly from the children of non-working mothers living in nuclear families.
8. The children of working mothers scored slightly higher, but did not differ significantly from the children of non-working mothers living in extended families.
9. The non-working mothers scored higher, but did not differ significantly from the working mothers living in nuclear families.
10. The non-working mothers scored higher, but did not differ significantly from the working mothers living in extended families.
11. The working mothers living in extended families scored higher, but did not differ significantly from the working mothers living in nuclear families.
12. The non-working mothers living in extended families scored higher, but did not differ significantly from the non-working mothers living in nuclear families.

B. On the *Aggression Scale of the PARQ*:
1. The boys scored significantly higher than the girls living in nuclear families.
2. The boys living in extended families scored higher, but did not differ significantly from the girls.
3. The children living in extended families scored higher, but did not differ significantly from the children living in nuclear
families.

4. The mothers of boys living in nuclear families scored significantly higher than the mothers of girls living in nuclear families.

5. The mothers of girls living in extended families scored higher, but did not differ significantly from the mothers of boys living in extended families.

6. The mothers living in extended families scored significantly more than the mothers living in nuclear families.

7. The children of working mothers scored higher, but did not differ significantly from the children of non-working mothers living in nuclear families.

8. The children of working mothers living in extended families scored higher, but did not differ significantly from the children of non-working mothers living in extended families.

9. The non-working mothers living in nuclear families scored higher, but did not differ significantly from the working mothers living in nuclear families.

10. The working mothers living in extended families scored higher, but did not differ significantly from the non-working mothers living in extended families.

11. The working mothers living in extended families scored significantly higher than the working mothers in nuclear families.

12. The non-working mothers living in extended families scored significantly higher than the non-working mothers living in nuclear families.

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C. On the *Neglect Scale of the PARQ*:

1. The boys scored significantly higher than the girls living in nuclear families.
2. The girls scored higher, but did not differ significantly from the boys living in extended families.
3. The children living in extended families scored significantly higher than the children living in nuclear families.
4. The mothers of boys scored significantly higher than the mothers of girls living in nuclear families.
5. The mothers of girls scored higher, but did not differ significantly from the mothers of boys living in extended families.
6. The mothers living in extended families scored significantly higher than the mothers living in nuclear families.
7. The children of working mothers scored higher, but did not differ significantly from the children of non-working mothers living in nuclear families.
8. The children of working mothers scored higher, but did not differ significantly from the children of non-working mothers living in extended families.
9. The non-working mothers scored higher, but did not differ significantly from the working mothers living in nuclear families.
10. Working mothers living in extended families scored higher, but did not differ significantly from the non-working mothers living in extended families.
11. The working mothers living in extended families scored
significantly higher than the working mothers living in nuclear families.

12. The non-working mothers living in extended families scored significantly higher than the non-working mothers living in nuclear families.

D. On the Rejection Scale of the PARQ:

1. The boys scored higher but did not differ significantly from the girls living in nuclear families.

2. The boys scored higher, but did not differ significantly than the girls living in extended families.

3. The children living in extended families scored significantly higher than the children living in nuclear families.

4. The mothers of boys scored higher but did not differ significantly from the mothers of girls living in nuclear families.

5. The mothers of girls scored higher, but did not differ significantly from the mothers of boys living in extended families.

6. The mothers living in extended families scored significantly higher than the mothers living in nuclear families.

7. The children of working mothers scored higher, but did not differ significantly from the children of non-working mothers living in nuclear families.

8. The children of working mothers scored higher, but did not differ significantly from the children of non-working mothers living in extended families.
9. The non-working mothers scored higher, but did not differ significantly from the working mothers living in nuclear families.

10. The working mothers living in extended families scored higher, but did not differ significantly from the non-working mothers living in extended families.

11. The working mothers living in extended families scored significantly higher than the working mothers living in nuclear families.

12. The non-working mothers living in extended families scored significantly higher than the non-working mothers living in nuclear families.

On the seven scales of the PAQ, the following principal findings were drawn:

A. Hostility/Aggression:

1. The boys scored significantly higher than the girls living in nuclear families.

2. The girls scored higher, but did not differ significantly from the boys living in extended families.

3. The children living in extended families scored significantly higher than the children living in nuclear families.

4. The mothers of boys scored significantly higher than the mothers of girls living in nuclear families.

5. The mothers of girls scored significantly higher than the mothers of boys living in extended families.

6. The mothers living in extended families scored significantly higher than the mothers living in nuclear families.
7. The children of non-working mothers scored higher, but did not differ significantly from the children of working mothers living in nuclear families.
8. The children of working mothers scored higher, but did not differ significantly from the children of non-working mothers living in extended families.
9. The non-working mothers scored higher, but did not differ significantly from the working mothers living in nuclear families.
10. The working mothers scored higher but did not differ significantly from the non-working mothers living in extended families.
11. The working mothers living in extended families scored significantly higher than the working mothers living in nuclear families.
12. The non-working mothers living in extended families scored higher but not significantly so than the non-working mothers living in nuclear families.

B. Dependency:
1. The girls scored higher, but did not differ significantly from the boys living in nuclear families.
2. The girls scored higher, but did not differ significantly from the boys living in extended families.
3. The children living in extended families scored significantly higher than the children living in nuclear families.
4. The mothers of girls scored higher but not significantly so than the mothers of boys living in nuclear families.
5. The mothers of boys scored higher but not significantly so than the mothers of girls living in extended families.

6. The mothers living in nuclear families scored higher but not significantly so than the mothers living in extended families.

7. The children of working mothers scored higher, but did not differ significantly from the children of non-working mothers living in nuclear families.

8. The children of working mothers scored higher, but did not differ significantly from the children of non-working mothers living in extended families.

9. The children of working mothers scored higher, but did not differ significantly from the children of non-working mothers living in nuclear families.

10. The non-working mothers scored slightly higher, but did not differ significantly from the working mothers living in extended families.

11. The working mothers living in nuclear families scored higher, but did not differ significantly from the working mothers living in extended families.

12. The non-working mothers living in nuclear families scored higher, but did not differ significantly from the non-working mothers living in extended families.

C. Negative Self-Esteem:

1. The boys scored significantly higher than the girls living in nuclear families.

2. The girls scored higher, but did not differ significantly
from the boys living in extended families.

3. The children living in extended families scored higher but not significantly so than the children living in nuclear families.

4. The mothers of boys scored higher but not significantly so than the mothers of girls living in nuclear families.

5. The mothers of girls scored higher but not significantly so than the mothers of boys living in extended families.

6. The mothers living in extended families scored significantly higher than the mothers living in nuclear families.

7. The children of non-working mothers scored higher, but did not differ significantly from the children of working mothers living in nuclear families.

8. The children of non-working mothers scored higher, but did not differ significantly from the children of working mothers living in extended families.

9. The non-working mothers scored higher but not significantly so than the working mothers living in nuclear families.

10. The working mothers scored higher, but did not differ significantly from the non-working mothers living in extended families.

11. The working mothers living in extended families scored significantly higher than the working mothers living in nuclear families.

12. The non-working mothers living in extended families scored significantly higher than the non-working mothers living in nuclear families.
D. **Negative Self-Adequacy:**

1. The boys scored higher but not significantly so than the girls living in nuclear families.

2. The girls scored higher, but did not differ significantly from the boys living in extended families.

3. The children living in extended families scored higher but not significantly so than the children living in nuclear families.

4. The mothers of boys scored higher, but did not differ significantly from the mothers of girls living in nuclear families.

5. The mothers of boys scored higher but not significantly so than the mothers of girls living in extended families.

6. The mothers living in extended families scored higher but not significantly so than the mothers of nuclear families.

7. The children of working mothers scored higher, but did not differ significantly from the children of non-working mothers living in nuclear families.

8. The children of working mothers scored higher, but did not differ significantly from the children of non-working mothers living in extended families.

9. The non-working mothers scored higher, but did not differ significantly from the working mothers living in nuclear families.

10. The non-working mothers scored higher but did not differ significantly from the working mothers living in extended families.

11. The working mothers living in extended families scored
higher, but did not differ significantly from the working mothers living in nuclear families.

12. The non-working mothers living in extended families scored higher but not significantly so than the non-working mothers living in nuclear families.

E. Emotional Unresponsiveness:
1. The boys scored higher but not significantly so than the girls living in nuclear families.
2. The girls scored significantly higher than the boys living in extended families.
3. The children living in extended families scored significantly higher than the children living in nuclear families.
4. The mothers of girls scored higher, but did not differ significantly from the mothers of boys living in nuclear families.
5. The mothers of girls scored higher but not significantly so than the mothers of boys living in extended families.
6. The mothers living in extended families scored significantly higher than the mothers living in nuclear families.
7. The children of working mothers scored higher but not significantly so than the children of non-working mothers living in nuclear families.
8. The children of working mothers scored higher, but did not differ significantly from the children of non-working mothers living in extended families.
9. The working mothers scored higher, but did not differ significantly from the non-working mothers living in nuclear
families.
10. The working mothers scored higher but not significantly so than the non-working mothers living in extended families.
11. The working mothers living in extended families scored higher but did not differ significantly from the working mothers living in nuclear families.
12. The non-working mothers living in extended families scored higher but not significantly so than the non-working mothers living nuclear families.

F. Emotional Instability:
1. The boys scored higher, but did not differ significantly from the girls living in nuclear families.
2. The girls scored higher but not significantly so than the boys living in extended families.
3. The children living in extended families scored higher but not significantly so than the children living in nuclear families.
4. The mothers of boys scored higher but not significantly so than the mothers of girls living in nuclear families.
5. The mothers of girls scored slightly higher, but did not differ significantly from the mothers of boys living in extended families.
6. The mothers living in extended families scored higher but not significantly so than the mothers living in nuclear families.
7. The children of non-working mothers scored significantly higher than the children of working mothers living in nuclear
families.

8. The children of working mothers scored slightly higher, but did not differ significantly from the children of non-working mothers living in extended families.

9. The non-working mothers scored higher but not significantly so than the working mothers living in nuclear families.

10. The working mothers scored slightly higher, but did not differ significantly from the non-working mothers living in extended families.

11. The working mothers living in extended families scored significantly higher than the working mothers living in nuclear families.

12. The non-working mothers living in extended families scored slightly higher, but did not differ significantly from the non-working mothers living in nuclear families.

F. Negative World View:

1. The boys scored higher but not significantly so than the girls living in nuclear families.

2. The boys scored higher but not significantly so than the girls living in extended families.

3. The children living in extended families scored higher but not significantly so than the children living in nuclear families.

4. The mothers of boys scored slightly higher, but did not differ significantly from the mothers of girls living in nuclear families.

5. The mothers of boys scored higher, but did not differ
significantly from the mothers of girls living in extended families.

6. The mothers living in extended families scored significantly higher than the mothers living in nuclear families.

7. The children of working mothers scored higher, but did not differ significantly from the children of non-working mothers living in nuclear families.

8. The children of working mothers scored higher, but did not differ significantly from the children of non-working mothers living in extended families.

9. The non-working mothers scored higher, but did not differ significantly from the working mothers living in nuclear families.

10. The working mothers scored higher, but did not differ significantly from the non-working mothers living in extended families.

11. The working mothers living in extended families scored higher but did not differ significantly from the working mothers living in nuclear families.

12. The non-working mothers living in extended families scored higher but not significantly so than the non-working mothers living in nuclear families.

The correlation coefficients computed to determine the relationship between Parental Acceptance-Rejection (PARQ) scores and Personality Assessment (PAQ) scores revealed the following results:

A. Negative Warmth Scale:
1. Correlates positively and significantly with Aggression, Negative Self-Esteem, Negative Self-Adequacy, Emotional Unresponsiveness and Negative World View Scales in the case of children living in nuclear families:

2. Correlates positively and significantly with Negative Self-Esteem, Negative Self-Adequacy, Emotional unresponsiveness and Negative World View scales in the case of boys living in nuclear families.

3. Correlates positively and significantly with Aggression, Negative Self-Esteem, Negative Self-Adequacy, Emotional Unresponsiveness and Negative World View scales in the case of girls living in nuclear families.


6. Correlates positively and significantly with Aggression, Negative Self-Esteem, Negative Self-Adequacy, Emotional Unresponsiveness and Negative World View scales in the case of girls living in extended families.

7. Correlates positively and significantly with Negative Self-Esteem, Negative Self-Adequacy, Emotional Unresponsiveness,
and Negative World View scales in the case of mothers living in nuclear families. It correlates negatively and significantly with Dependency scale in the case of mothers in nuclear families.

8. Correlates positively and significantly with Negative Self-Esteem, Emotional Unresponsiveness and Negative World View scales in the case of mothers of boys living in nuclear families and negatively and significantly with Aggression, Dependency and Emotional Instability scales in the case of mothers of boys living in nuclear families.

9. Correlates positively and significantly with Negative Self-Esteem, Emotional Unresponsiveness and Negative World View scales in the case of mothers of girls living in nuclear families and negatively and significantly with Dependency scale in the case of mothers of girls living in nuclear families.

10. Correlates positively and significantly with Negative Self-Esteem, Negative Self-Adequacy and Emotional Unresponsiveness scales in the case of mothers living in extended families and negatively and significantly with Dependency scale in the case of mothers of extended families.

11. Correlates positively and significantly with Emotional Unresponsiveness in the case of mothers of boys living in extended families.

12. Correlates positively and significantly with Aggression, Negative Self-Esteem, Negative Self-Adequacy and Negative World View scales in the case of mothers of girls living in extended families.
13. Correlates positively and significantly with Negative Self-Esteem, Emotional Unresponsiveness and Negative World View scales in the case of children of working mothers living in nuclear families and negatively and significantly with Dependency scale in the case of children of working mothers living in nuclear families.


15. Correlates positively and significantly with Negative Self-Esteem, Negative Self-Adequacy and Emotional Unresponsiveness scales in the case of children of working mothers living in extended families.


17. Correlates negatively and significantly with Dependency scale in the case of working mothers living in nuclear families.

18. Correlates positively and significantly with Negative Self-Esteem, Negative Self-Adequacy, Emotional Unresponsiveness and Negative World View scales in the case of non-working mothers living in nuclear families and negatively and significantly with Dependency scale in the case of non-working mothers living in nuclear families.
nuclear families.

19. Correlates positively and significantly with Aggression, Negative Self-Esteem and Emotional Unresponsiveness scales in the case of working mothers living in extended families and negatively and significantly with Dependency scale in the case of working mothers living in extended families.

20. Correlates positively and significantly with Negative Self-Esteem and Negative Self-Adequacy scales in the case of non-working mothers living in extended families.

21. Correlates positively and significantly with Negative Self-Esteem, Negative Self-Adequacy, Emotional Unresponsiveness and Negative World View scales in the case of mothers (whole group) and negatively and significantly with Dependency scale in the case of mothers (whole group).

22 Correlates positively and significantly with Aggression, Negative Self-Esteem, Negative Self-Adequacy, Emotional Unresponsiveness, Emotional Instability and Negative World View scales in the case of children (whole group).

B. Hostility/Aggression:

1. The scale correlates positively and significantly with Aggression, Dependency, Negative Self-Esteem, Negative Self-Adequacy, Emotional Unresponsiveness, Emotional Instability and Negative World View scales in the case of children living in nuclear families.

2. Correlates positively and significantly with Aggression, Dependency, Negative Self-Adequacy, Emotional Unresponsiveness,
Emotional Instability and Negative World View scales in the case of boys living in nuclear families.

3. Correlates positively and significantly with Aggression, Negative Self-Esteem, Emotional Unresponsiveness and Emotional Instability scales in the case of girls living in nuclear families.


5. Correlates positively and significantly with all the scales, except one, Negative World View in the case of boys living in extended families.

6. Correlates positively and significantly with Aggression, Dependency, Negative Self-Esteem, Negative Self-Adequacy and Emotional Unresponsiveness scales in the case of girls living in extended families.


8. Correlates positively and significantly with Negative Self-Esteem, Negative Self-Adequacy and Negative World View in the case of mothers of boys living in nuclear families.

9. Correlates positively and significantly with Aggression, Emotional Instability and Negative World View scales in the case of mothers of girls living in nuclear families.
of mothers of girls living in nuclear families.


11. Correlates positively and significantly with all the PAQ scales, except one, Emotional Instability, in the case of mothers of boys living in extended families.

12. Correlates positively and significantly with Aggression, Negative Self-Esteem, Negative Self-Adequacy and Negative World View scales in the case of mothers of girls living in extended families.

13. Correlates positively and significantly only with three scales, namely, Aggression, Emotional Unresponsiveness and Negative World View scales in the case of children of working mothers living in nuclear families.

14. Correlates positively and significantly with all the PAQ scales in the case of children of non-working mothers living in nuclear families.

15. Correlates positively and significantly with all the PAQ scales, except one, Negative World View scale in the case of children of working mothers living in extended families.

16. Correlates positively and significantly with Aggression, Dependency, Negative Self-Esteem, Negative Self-Adequacy, Emotional Unresponsiveness and Emotional Instability scales in the case of children of non-working mothers living in extended
families.
17. Correlates positively and significantly with only one scale, Negative World View in the case of working mothers living in nuclear families.
18. Correlates positively and significantly with all the PAQ scales, except two, Dependency and Emotional Unresponsiveness in the case of non-working mothers living in nuclear families.
19. Correlates positively and significantly with Aggression, Negative Self-Esteem, Negative Self-Adequacy, Emotional Unresponsiveness and Negative World View scales in the case of working mothers living in extended families.
20. Correlates positively and significantly with Aggression, Negative Self-Esteem, Negative Self-Adequacy, Emotional Instability and Negative World View scales in the case of non-working mothers living in extended families.
21. Correlates positively and significantly with all the PAQ scales, except one, Dependency scale in the case of mothers (whole group).
22. Correlates positively and significantly with all the PAQ scales in the case of children (whole group).
C. Neglect:
1. This scale correlates positively and significantly with Aggression, Negative Self-Esteem, Negative Self-Adequacy, Emotional Unresponsiveness, Emotional Instability and Negative World View scales in the case of children living in nuclear families.
2. Correlates positively and significantly with all the PAQ scales, except two, Dependency, and Emotional Instability in the case of boys living in nuclear families.


4. Correlates positively and significantly with all the PAQ scales in the case of children living in extended families.

5. Correlates positively and significantly with all the PAQ scales, except one, Dependency scale in the case of boys living in extended families.

6. Correlates positively and significantly with all the PAQ scales, except one, Negative World View scale in the case of girls living in extended families.

7. Correlates positively and significantly with Aggression, Negative Self-Esteem, Emotional Unresponsiveness, Emotional Instability and Negative World View scales in the case of mothers living in nuclear families.

8. Correlates positively and significantly with Negative Self-Esteem, Negative Self-Adequacy, Emotional Unresponsiveness and Negative World View scales and negatively and significantly with the dependency scale in the case of mothers of boys living in nuclear families.

9. Correlates positively and significantly with only Emotional Unresponsiveness scale in the case of mothers of girls living in nuclear families.
nuclear families.

10. Correlates positively and significantly with Aggression, Negative Self-Esteem, Negative Self-Adequacy, Emotional Unresponsiveness and Negative World View scales in the case of mothers of extended families.

11. Correlates positively and significantly with all the PAQ scales, except two, Dependency and Emotional Instability scales in the case of mothers of boys living in extended families.

12. Correlates positively and significantly with Aggression, Negative Self-Esteem, Negative Self-Adequacy, Emotional Unresponsiveness and Negative World View scales in the case of mothers of girls living in extended families and negatively and significantly with Dependency scale in the case of mother of girls living in extended families.

13. Correlates positively and significantly with Aggression, Emotional Unresponsiveness, and Negative World View scales in the case of children of working mothers living in Nuclear families.

14. Correlates positively and significantly with all the PAQ scales, except one, Dependency in the case of children of non-working mothers living in nuclear families.


16. Correlates positively and significantly with all the PAQ scales in the case of children of non-working mothers living in

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extended families.
17. It did not correlate significantly with any of the PAQ scales in the case of working mothers living in nuclear families.
18. Correlates positively and significantly with Aggression, Negative Self-Esteem, Emotional Unresponsiveness, Emotional Instability and Negative World View scales in the case of non-working mothers living in nuclear families.
19. Correlates positively and significantly with Aggression, Negative Self-Esteem, Emotional Unresponsiveness, and Negative World View scales in the case of working mothers living in extended families.
20. Correlates positively and significantly with Aggression, Negative Self-Esteem, Negative Self-Adequacy and Emotional Unresponsiveness scales in the case of non-working mothers living in extended families.
21. Correlates significantly with all PAQ scales, though negatively with Dependency, in the case of mothers (whole group).
22. Correlates positively and significantly with all the PAQ scales in the case of children (whole group).
D. Rejection:
1. Correlates positively and significantly with all the PAQ scales, except two, Negative Self-Esteem and Negative World View in the case of the children living in nuclear families.
2. Correlates positively and significantly with Aggression, Dependency and Negative Self-Adequacy scales in the case of boys living in nuclear families.
3. Correlates positively and significantly with Aggression, Dependency, Emotional Unresponsiveness and Emotional Instability scales in the case of girls living in nuclear families.

4. Correlates positively and significantly with all the PAQ scales, except one, Negative World View in the case of children living in extended families.

5. Correlates positively and significantly with only four scales, namely, Aggression, Dependency, Negative Self-Esteem and Emotional Unresponsiveness scales in the case of boys living in extended families.

6. Correlates positively and significantly with all the PAQ scales except two, Dependency, and Negative World View scales in the case of girls living in extended families.

7. Correlates positively and significantly with Aggression, Negative Self-Esteem, Emotional Instability and Negative World View scales in the case of mothers living in nuclear families.

8. Correlates positively and significantly with only Negative Self-Esteem and Negative World View scales in the case of mothers of boys living in nuclear families.

9. Correlates positively and significantly with Aggression, Emotional Unresponsiveness and Negative World View scales in the case of mothers of girls living in nuclear families.

10. Correlates positively and significantly with all the PAQ scales except two, Dependency and Emotional Instability in the case of mothers living in extended families.

11. Correlates positively and significantly with all the PAQ
scales, except one, Emotional Instability scale in the case of mothers of boys living in extended families.

12. Correlates positively and significantly with Aggression, Negative Self-Esteem and Negative World View scales in the case of mothers of girls living in extended families.

13. Correlates positively and significantly with Aggression, Dependency and Emotional Instability scales in the case of children of working mothers living in nuclear families.

14. Correlates positively and significantly only with Aggression, Dependency, Emotional Unresponsiveness and Emotional Instability scales in the case of children of non-working mothers living in nuclear families.

15. Correlates positively and significantly with all the PAQ scales except two, Emotional Instability and Negative World View scales in the case of children of working mothers living in extended families.


17. Correlates positively and significantly with only Negative World View scales in the case of working mothers living in nuclear families.

18. Correlates positively and significantly with Aggression, Negative Self-Esteem, Emotional Unresponsiveness, Emotional Instability and Negative World View scales in the case of
non-working mothers living in nuclear families.
19. Correlates positively and significantly with Negative Self-Esteem, Emotional Unresponsiveness, and Negative World View scales in the case of working mothers living in extended families.
20. Correlates positively and significantly with all the PAQ scales, except two, Dependency and Emotional Unresponsiveness scales in the case of non-working mothers living in extended families.
21. Correlates positively and significantly with all the PAQ scales, except one, Dependency scale in the case of mothers (whole group).
22. Correlates positively and significantly with all the PAQ scales in the case of children (whole group).

This concludes the results from the PARQ and the PAQ items. The PARIS (child) and PARIS (mother) results are considered next:

Some of the principal findings from the Child Parental Acceptance-Rejection Interview Schedule in Chapter V are as follows:
1. The children of working mothers tend to be more external negative, external positive and internal negative, but less internal positive.
2. Non-working mothers paid more attention to their children.
3. Fathers in the case of non-working mothers, and fathers in nuclear families paid more attention to their children.
4. Working mothers and mothers from nuclear families indulged more frequently in physical aggression.
5. Fathers, in the case of working mothers, showed lesser physical aggression.

6. Fathers used more verbal aggression in the case of boys.

7. Punishment by isolation was more frequent by fathers and mothers in nuclear families.

8. A relatively greater punishment by reason was employed by mothers in nuclear families, by mothers of girls and by fathers in the case of non-working mothers.

9. More children of non-working mothers accepted deserving the punishment given to them.

10. Mothers and fathers from nuclear families used physical aggression more frequently.

11. Working mothers, mothers from nuclear families and fathers in nuclear families gave relatively more verbal affection.

12. Fathers in nuclear families and fathers in the case of non-working mothers enjoyed more in spending time with their children.

13. The degree of rule enforcement by reason was more in the case of mothers of boys.

14. Non-working mothers used physical control in rule enforcement more often.

15. Fathers in the case of non-working mothers and fathers of boys exercised more physical control.

16. Fathers in extended families used more verbal control.

17. There was a greater presence of nurturant others in the case of children of non-working mothers.
18. The girls had a better self determination than the boys.

19. Children of non-working mothers had a relatively greater presence of parents (esp. mother) while playing at home.

Principal findings from Adult (Mother) Parental Acceptance - Rejection Interview Schedule in Chapter V are as follows:

1. Mothers in nuclear families have a greater availability to their children.

2. Non-working mothers gave more attention to their children.

3. Fathers in the case of non-working mothers and fathers from nuclear families gave more attention to their children.

4. The tendency of mothers towards physical aggression was lesser in nuclear families and for girls.

5. The frequency of father's verbal aggression was lesser in nuclear families.

6. Punishment by isolation was used more often by mothers in nuclear families.

7. The tendency of fathers to punish by isolation was greater in the case of boys.

8. Fathers frequency of physical and verbal affection was more in nuclear families and in the case of girls.

9. Working mothers and mothers in nuclear families spent time and enjoyed doing things together with their children more than their respective counterparts.

10. Rule enforcement by reason was used more by mothers in nuclear families and by fathers in the case of non-working mothers.
11. More of physical control in rule enforcement by mothers was used in extended families and for girls.

12. Verbal control in rule enforcement by mothers was more for boys.

13. A majority of nuclear family children had two or more friends, while children with exactly one friend were more from extended families.

14. Children of non-working mothers had a relatively larger presence of more than one adult nurturant others, while the children of working mothers had a relatively larger presence of one adult nurturant other.

SUGGESTIONS FOR FUTURE RESEARCH

The present research offers valuable insight into the study of children and their mothers living in nuclear and extended families. On the basis of the specific findings and their implications, certain questions for future research which should be taken up immediately can be pointed out.

(1) In the present research, the examination of parental Acceptance-Rejection was limited to parenting as it is perceived by the children and their mothers living in nuclear and extended families. By incorporating information from other sources we may attain a more comprehensive picture.

(2) A more intensive study involving a larger number of children and their mothers from all walks of life should be conducted. This would enable us to make wider generalizations as
regards to parental Acceptance-Rejection

(3) Only mothers were included in the present study. In some further study the parental Acceptance-Rejection of both the parents (father and mother) should be comparatively studied.

(4) In some further study the impact of variables like urbanization, industrialization, socio-economic status, family density, ordinal position and age differences etc. should also be studied.

(5) In some further study the parental Acceptance-Rejection scores of mothers should be compared with some other behavioral parameters, like other personality characteristics, self-esteem, locus of control, their social attitudes, adjustment and anxiety etc.

(6) In some further study the parental Acceptance-Rejection scores of the mother should be compared with some behavioral parameters of their children. These may include, their self-concept, their adjustment, their personality, their achievement and their level of aspirations, etc.