CHAPTER III

CONCEPTUAL FRAMEWORK

Since identifying the exact nature and dimensions of a concept is of major importance in research work, it is very essential that an investigator recognizes and defines the concepts. Defining a concept means to pinpoint the concept or defining a concept to reach the core of the concept, i.e., thread-bare analysis (Sharma, 1984-5). The definition of concept sets the direction of the study, reveals the methodology or procedure of the study, helps the researcher to control subjectivity or the biases of the researcher and makes the research work practicable. The researcher has to develop a conceptual framework of the problem which is helpful in locating the key-points or the key-words stated in the problem. The concepts and their elaboration suggest and specify the variables to be taken up into the investigation through a problem. This step is really the planning of the investigation with an indication of the data and technique needed to answer the related questions.

Parental Acceptance-Rejection and its Correlates

Parental acceptance-rejection theory (PART) is a theory of socialization which attempts to explain and predict major consequences of parental acceptance and rejection for behavioral,
cognitive and emotional development of children and for the personality functioning of adults everywhere.

Parental Acceptance and Rejection: Definition

Conceptually, parental acceptance and rejection together form the warmth dimension of parenting. Parental warmth is construed as a bipolar dimension where rejection, or the absence of parental warmth and affection stands at one pole of the scale in opposition to acceptance at the other pole.

Parental acceptance-rejection may be viewed from two perspectives: (1) as subjectively experienced by the child (or subjectively reported by the parent) and (2) as externally measured by an outside observer.

Two complementary sets of self-report questionnaires have been developed for the psychological study of parental acceptance-rejection. First, the Parental Acceptance-Rejection Questionnaire (PARQ) is designed to elicit respondents' assessments of their childhood (or their children's) experiences in terms of perceived parental warmth (i.e., acceptance-rejection). Three versions of the PARQ have been developed (Rohner, Saavedra and Granum, 1978a), Mother PARQ, Adult PARQ and Child PARQ. In all the three versions respondents assess parental behavior in terms of four scales:

(1) Perceived warmth and affection,
(2) Perceived hostility and aggression,
(3) Perceived indifference and neglect,
(4) Perceived undifferentiated rejection.
The second self-report questionnaire, the Personality Assessment Questionnaire (PAQ) (Rohner, Saavedra and Granum, 1978b), complements the PARQ in that it assesses respondents' perceptions of themselves with respect to seven personality and behavioral dispositions:

1. Hostility and aggression, including passive aggression, & problems with the management of hostility and aggression,
2. Dependency,
3. Self-Esteem,
4. Self-Adequacy,
5. Emotional Responsiveness,
6. Emotional Stability, and
7. World View.

Three versions of the PAQ have been developed: Mother PAQ, Adult PAQ, and Child PAQ.

Since both the above mentioned complementary sets of self-report questionnaires developed for the psychological study of parental acceptance-rejection by Rohner Saavedra and Granum (1978a, 1978b) as adapted in Hindi by Seth were used in the present study, it is better if we accept the definitions of all the above mentioned factors for the purpose of research. The definitions of the various factors studied in the present research are given below:

Parental Acceptance - Rejection Questionnaire (PARQ)

All versions of the PARQ consist of four scales:

1. Perceived Parental Warmth /Affection Scale refers to
parent-child relationship where parents are perceived to give love or affection without qualification, but not necessarily with great demonstration. Accepting parents are generally seen as liking their child, they are seen as approving of his personality and they seem to take an interest in his activities and well being. Warmth and affection may be manifested (as perceived by the individual or as objectively determined) by showing approval of the child, playing with him, enjoying him, fondling him, comforting or consoling him, cuddling him, praising him, singing lullabies to him, kissing, caressing and hugging him, or demonstrating love in words or other actions.

Perceived parental aggression /hostility, perceived neglect/indifference and perceived undifferentiated rejection are all forms of behavior falling at the negative (i.e., rejecting) end of the warmth dimension. Perceived parental rejection refers to the perceived absence or significant withdrawal of warmth and affection. Parents who are perceived to be rejecting, seem not to like their child, they seem to disapprove of him or resent him, and they are often seen as viewing him as a burden rather than a pleasure. Many rejecting parents are seen to be cold and unsympathetic, and they are seen as comparing their child unfavorably with other children.

(2) The scale Perceived aggression /hostility refers (a) to condition where the child believes his parents are angry, bitter, or resentful of him (i.e., perceived hostility) or (b) to condition where the child believes his parents intend to hurt him
physically or verbally (i.e., perceived aggression). Parents who are seen as being aggressive are often viewed as being critically impatient, irritable or antagonistic towards the child. Such parents may be seen to make disapproving or derogatory remarks to and about the child. Apparently aggressive/hostile parents may be viewed as nagging, scolding and ridiculing their child, and they may say how the child gets on their nerves or express their frustration and irritation at the child’s behavior in other ways. Other expressions of perceived parental aggression may include apparently abrupt and rough handling of the child, hitting the child, cursing the child, and speaking to him in what is perceived as a harsh, deprecating tone of voice. (3) The scale perceived neglect/indifference refers to conditions where the child sees his parents as unconcerned or uninterested in him. Such parents are seen by the child as paying little attention to him, and they are apt to be viewed as spending a minimum amount of time with him. When such parents are together with the children they may be perceived to ignore the child’s request for help, attention, or comfort. They may be seen as forgetting promises made to him, and they are often regarded as failing to attend to other details or needs important to the child’s happiness or well-being. Neglecting or indifferent parents are not necessarily seen to be hostile, however, they simply may be viewed as cold, distant, or unconcerned about their child. (4) The scale perceived undifferentiated rejection refers to conditions where the child sees his parents as withdrawing warmth
from him (i.e., they are seen as rejecting him), but where such rejection does not clearly reflect either perceived aggression/hostility or perceived neglect/indifference.

**Personality Assessment Questionnaire (PAQ)**

All versions of the Personality Assessment Questionnaire (PAQ) consist of seven personality and behavioral dispositions:

1. **Hostility, Aggression, or Passive Aggression, and Problems with the Management of Hostility and Aggression:**

   **Hostility and Aggression:** Hostility is an emotional (internal) reaction or feeling of anger, enmity or resentment directed toward another person, situation or oneself. Hostility is expressed behaviorally (externally) in the form of aggression, an act which is intended to hurt someone or something, usually another person, but sometimes oneself. Active aggression may be manifested verbally in such forms as bickering, quarreling, telling someone off, sarcasm, or by making fun of someone, criticizing him, humiliating him, cursing him, or by saying thoughtless, unkind or cruel things. Aggression may be revealed physically by fighting, hitting, kicking, biting, scratching, pinching, throwing things or by other forms of destructiveness.

   **Passive Aggression:** Passive aggression is a less direct expression of aggression in such forms as pouting, sulking, procrastination, stubbornness, passive obstructionism, bitterness, vindictiveness, irritability, and temper tantrums.

   **Problems with the Management of Hostility and Aggression:**

"Problems with the management of hostility and aggression refers
to the expression of these feelings in disguised or symbolic form such as worried pre-occupation about aggression, aggressive fantasies or dreams, anxiety over one's own real or fantasized aggression, unusual interest in hearing or talking about violent incidents, or by an unusual concern about the real or threatened aggression of others. These feelings may be conscious (recognized) or unconscious (unrecognized by the individual). In either case the person has difficulty coping with or expressing hostility or aggression.

(2)Dependency: Dependency is the emotional reliance of one person on another for comfort, approval, guidance, support, reassurance or decision making. Independence is essential freedom from such emotional reliance. The goal of dependency behavior among children is usually the elicitation of warm, affectionate attention from an adult. Indicators of dependency among children include clinging to their parent, attention seeking, becoming anxious, insecure, unhappy, weepy or whiney when they are separated from their parent, or waiting for or demanding the nurturant response of someone else (i.e., succorance).

Indicators of dependency among adults (as well as among children) include frequent seeking of comfort, nurturance, reassurance, support, approval, or guidance from others especially those who are important to the individual such as friends and family members including parents. The dependent person attempts to solicit sympathy, consolation, encouragement or affection from friends when he is troubled or having difficulty. He often seeks
to have others help him when he is having personal problems, and he likes to have others feel sorry for him or to make a fuss over him when he is sick or hurt. The independent person, on the other hand does not rely heavily on others for emotional comfort, support, encouragement or reassurance. He does not feel the need to evoke sympathy from his friends or family when he is troubled, and he does not often feel the need to seek reassurance, support, comfort, nurturance or guidance.

Self-Evaluation (Self-Esteem & Self-Adequacy): Self-evaluation consists of feelings about, attitudes toward, and perceptions of oneself falling on a continuum from positive to negative. It has two related dimensions, self-esteem and self-adequacy:

(3) Self-Esteem: Is a global, emotional evaluation of oneself in terms of worth. Positive feelings of self-esteem imply that a person likes or approves of himself, accepts himself, is comfortable with himself, is rarely disappointed in himself, and perceives himself as being a person of worth, or worthy of respect. Negative self-esteem, on the other hand, implies that a person dislikes or disapproves of himself, is uncomfortable with himself, is disappointed in himself, devalues himself, perhaps feels inferior to others, and perceives himself as being essentially a worthless person or as being worthy of condemnation.

(4) Self-Adequacy: Self-adequacy is an overall self-evaluation of one's competence to perform daily tasks adequately, to cope satisfactorily with daily problems, and to satisfy one's own needs. Positive feelings of self-adequacy imply that a person
views himself as being a capable person, able to satisfactorily deal with his daily problems, feels that he is a success or capable of success in the things he sets out to do; he is self-assured or self-confident and feels socially adequate.

Negative feelings of self-adequacy, on the other hand, imply that a person feels he is an incompetent person, unable to successfully meet or cope with the demands of day-to-day living. He lacks confident self-assurance, often feeling inept; and he sees himself as a failure and as being unable to successfully compete for the things he wants.

(5) Emotional Responsiveness: Emotional responsiveness refers to a person's ability to freely and openly express his emotions, for example, feelings of warmth and affection. Emotional responsiveness is revealed by the spontaneity and ease with which a person is able to respond emotionally to another person. That is, emotionally responsive people have little difficulty forming warm, intimate, involved and lasting attachments. Their attachments are not troubled by emotional constriction or defensiveness. They are able to easily act out their sympathy and other feelings on appropriate occasion. Interpersonal relations of emotionally responsive people tend to be close and personal, and such persons have little trouble responding emotionally to the friendship advances of others.

Emotionally unresponsive or insulated people, on the other hand, are able to form only restricted or defensive emotional involvements. They may be friendly and sociable but their
friendship tends to be impersonal and emotionally unexpressive. Emotionally unresponsive people may be cold, detached, aloof, or inexpressive and they may lack spontaneity. They often have difficulty or are unable to give or receive normal affection, and under extreme conditions they may be apathetic or emotionally bland or flat.

(6) Emotional Stability: Emotional stability refers to an individual's constancy or steadiness of mood and his ability to withstand minor setbacks, failures, difficulties or other stresses without becoming emotionally upset. An emotionally stable person is able to maintain his composure under minor emotional stress. He is not easily or quickly excited or angered and he is fairly constant in his basic mood.

Emotionally unstable people, on the other hand, are subject to fairly wide, frequent and unpredictable mood shifts which swing from such poles as cheery to gloomy, happy to unhappy, contented to dissatisfied, or friendly to hostile. Such persons are often upset easily by small setbacks or difficulties, and they tend to lose composure under minor stress. Oftentimes emotionally unstable people also tend to be excitable or to get angry easily and quickly.

(7) Evaluation of the world (World View): World view is a person's often unverbalized, global or overall evaluation of life and the universe as being essentially a positive or negative place, that is as being basically a good, secure, friendly, happy, unthreatening place having few dangers (positive world view), or
as being a bad, insecure, threatening, unpleasant and hostile, or uncertain place full of dangers (negative world view). World view refers to one's conceptions of and feelings about the basic nature of the cosmos and of the life itself; it does not refer to a person's empirically derived knowledge of the economic, political, social or natural environment in which he lives.

A. Child Interview (Paris)

The child interview is designed to be used with children seven years of age and older (up to adulthood). The interview is divided into four sections. Sections II and III deal with children's perceptions of their parents' (mothers' and fathers' respectively) behavior in terms of parental warmth (acceptance - rejection) and control (permissiveness - strictness). Sections I and IV pertain to conceptual issues dealing with children's ability to cope with parental acceptance - rejection and control.

The "coping behaviors" section of the interview is subdivided into two major units measuring five specific attributes or constructs:

(a) Child's sense of self (sen self);
(b) Child's tendency to personalize or depersonalize (pers/depers);
(c) Child's sense of self- determination (self- deter);
(d) The availability of one or more "nurturant others" for the child (Pers of nurt other) and
(e) The extent to which the child is in social isolation or interaction with others (isol/interaction of ch.)

The "parental behavior" sections of the interview are
subdivided into six units dealing with:

(a) parental indifference/neglect (Mo and Fa ind/neg)
(b) hostility/Aggression (Mo and Fa hos/agg)
(c) other punishment (Mo and Fa other punishment)
(d) warmth and affection (Mo and Fa wa/aff)
(e) autonomy control (Mo and Fa aut/cont)
(f) methods of rule enforcement (Mo and Fa method of rule enforcement)

Each of these units is, in turn, composed of several specific questions which are designed to measure particular attributes of the warmth, control, or punishment dimensions of parental behavior.

B. Adult Interview (PARIS)

The adult interview is designed to be used by parents, usually the mother—although it can be adapted easily for use by the father or other caretaker. Like the child interview, the adult interview is divided into four sections. Section one determines who the child's major caretaker(s) is (are), and who significant alternate caretakers are, if any. Section two and three deal with the parent's (usually the mother's) perception of the parent's (mother's and father's respectively) behavior in terms of warmth (acceptance - rejection) and control (Permissiveness - strictness). Section four, labeled "child's coping strategies", is an abbreviated version of the child interview dealing with the parent's perception of:

(a) the availability of one or more "nurturant others" for the
child (pres of nurt other) and
(b) the extent to which the child is in social isolation or
interaction with others (isol.interaction of ch.).

Structure of the Parental Acceptance-Rejection Interview Schedule

A. Determination of Major Caretaker(s)

The objective of this section is to determine who the major
caretaker(s) is (are) of the child, that is - in effect - who the
person(s) is (are) having the greatest socializing influence on the
child. Questions in this section are also designed to determine
significant alternate caretaker(s), if any. An alternate caretaker
is a person who usually assumes the responsibilities of the major
caretaker when the major caretaker is incapacitated or absent.

B. Parental Behavior: Definition of terms:

(1) Parental Indifference / Neglect (including availability of
parent).

Neglecting (or indifferent) parents show a restricted concern
for the children's welfare or development. Such parents are likely
to pay as little attention to their child as they can and they are
apt to spend a minimum amount of time with him. When such parents
are together with their children, they may ignore the child's
request for help, attention, or comfort. They may forget promises
made to him, and they often fail to attend to other details or
needs important to the child's happiness or well-being. Neglecting
or indifferent parents are not necessarily hostile, however, they
may simply be cold, unsympathetic, distant or unconcerned about
their child.
The potential or psychological availability of a parent to a child is a major indication of indifference/neglect. Neglecting or indifferent parents are minimally available to the child. That is, they tend to be both inaccessible to the child and unresponsive to him. Under most circumstances, for example, a mother (or father) may be regarded as "available" to the child if the mother (or father) works in one room and the child plays in another room, or outside, as long as the child believes that the mother (or father) is available.

(2) Parental Hostility/Aggression

Parental hostility is any overt action which is intended to hurt the child, physically or verbally. Parental aggression may be manifested by critical impatience, irritability, or antagonism about the child. Aggressive (hostile) parents may verbally nag, scold, and ridicule their child, and they may say how the child gets on their nerves or express their frustration and irritation at the child's behavior in other ways. Other verbal expressions of parental aggression may include cursing the child, speaking to him with a harsh, depreciating tone of voice, sarcasm, saying thoughtless, unkind or cruel things to the child, humiliating him or making fun of him. Physically, parents may hit, kick, scratch, burn, choke, scald, pinch, throw things at him, or physically hurt the child in other ways.

Aggression is distinguished from assertiveness. Assertiveness refers to an individual's attempt to place himself in physical, verbal, or social equality with or priority over others, for
example, to assert one's point of view in a conversation. An individual may be assertive verbally, physically, or in both ways. Forms of verbal assertiveness include making confident, declarative statements, or pushing forward one's own point of view. Physical assertiveness includes various forms of offensive physical action. But when this offensive action (either physical or verbal) has the intention of hurting someone or something, then it becomes aggression, not assertiveness. Thus, aggression and assertiveness are often closely related forms of behavior, with the major distinction being the intentionality of hurting. Aggression implies such an intention; assertiveness does not.

(3) Other Punishment:

Parents may punish children in a variety of ways, including in the form of physical or verbal aggression. Moreover, parents may isolate their children by sending them away, e.g. to a bedroom, closet, or corner. Some parents try to deal with the misconduct of children by reasoning (reason) with them, that is, by explaining to them what they did that was wrong, why it was wrong, and what the child should do to correct his/her behavior.

(4) Parental warmth and affection:

The parent-child relationship is characterized by warmth and affection in so far as parents give love without qualification, but not necessarily with great demonstration. Warm or accepting parents generally like their child, they approve of his personality and they take an interest in his activities and well-being. Warmth and affection may be manifested verbally by praising the child,
telling him stories approving of his behavior, and demonstrating love in other ways. Warmth and affection may be manifested physically in such forms as fondling the child, attempting to please the child, playing with him, and in other ways. Routine care-taking and amusing the child as part of a schedule, or as a matter of felt duty or responsibility do not automatically indicate emotional warmth and affection signs of spontaneous warmth and affection are considered more revealing than warmth and affection which are solicited by the child.
(5) Parental autonomy - control

Parental autonomy - control is defined as a bipolar dimension with (extreme) parent autonomy-granting, or permissiveness, at one end of the continuum, and parental restrictiveness on the other. Control refers to the extent to which parents place restrictions or limits on children's behavior, and the extent to which these restrictions are enforced. The principal concern in assessing parental control is to determine the frequency with which rules are actually enforced. Parents who control the behavior of their children only infrequently may be regarded as permissive, i.e., low control on the other hand, parents who direct, alter, or manipulate their children's behavior moment-by-moment may be said to be restrictive in their control, i.e., high control. Areas where parents are likely to limit, control, or restrict their children's behavior include but are not confined to: Sex play, modesty behavior, toilet training, care of household or other valued items, neatness, orderliness, noise, obedience, and
aggression.

(6) Method of the enforcement:

This section is concerned with the manner in which parents enforce their rules. Three forms of rule enforcement are singled out in the interview, viz. (a) reasoning: to what extent does the parent try to explain to the child what he/she is supposed to do and then make the child do it? (b) Physical control: does the parent ever use physical coercion to enforce rules? (c) Verbal control: to what extent does the parent nag or scold the child as a means of enforcing rules? The interview also allows the respondent to volunteer other methods of rule enforcement.

C. COPING BEHAVIOR: DEFINITION OF TERMS

(1) Sense of self:

Sense of self is defined in terms of children's relative awareness of their own individual uniqueness, distinctiveness or individuality. A clearly differentiated sense of self provides children with the possibility of relying on internal referents in psychological functioning or alternatively to be able to function psychologically with a degree of "separateness" from other, e.g., parents.

(2) Personalizing/depersonalizing:

"Personalizing" refers to one's reflexively or automatically relating life events to oneself, to interpreting events primarily in terms of oneself. The person who is unable to depersonalize, interprets interpersonal encounters and even accidental events as having special and direct reference to and meaning for him. The
individual who does not personalize events is less likely to take it personally, "that is, to less likely to feel or believe that external events have unique and direct reference and relevance to him. Thus, "depersonalizing" refers to the relative ability of the child to realistically distinguish events which are actually intended to refer to or be directed toward the child from events which are not directed to or at him. As the child is able to depersonalize he will also be more likely to be able to see or try to see things as others see it, to be better at perspective taking. In effect, then, depersonalizing refers to the relative ability of an individual to adopt an "impersonal" stance when interpreting the behavior and motivation of other persons, i.e., the ability to view another person's actions and attributes as independent of oneself.

(3) **Self-determination:**

Children vary in the degree to which they believe they have an influence over their own lives, that is, in the extent to which they are self-determined. Some children for example, believe that what happens to them is determined by forces external to them - by fate, chance, or by powerful other. Others children believe that they have at least some control.

(4) **Presence of "nurturant others":**

"Nurturant others" refers to the presence or availability of one or more persons - other than the major caretaker(s) or significant alternate caretaker(s) - with whom the child is able to establish a warm, caring, or especially friendly relationship. Two
classes of "nurturant others" are identified on the interview, viz., adults and peers. Thus the interview asks about the ability of the child to establish close peer relations, and it asks about the availability of nurturant adults.

(5) Isolation/interaction:

The isolation/interaction items are concerned with the degree to which the child outside of school is typically alone, by himself, herself, or the extent to which the child typically spends time with others, especially friends. The isolation/interaction items also concern about the presence of the mother (or parents) when the child plays at home.

The types of families studied in the present work are:

Nuclear family: known as elementary family is a group of persons united by ties of marriage and parenthood or adoption and consisting of a man, a woman, and their socially recognized children. This unit was once widely held to be the most basic and universal form of social organization. Anthropological research, however, has illuminated so much variability of this form that it is safer to assume that what is universal is a nuclear family "complex" in which the roles of husband, wife, mother, father, son, daughter, brother, and sister are embodied by people whose biological relationships do not necessarily conform to the western definitions of these terms. In matrilineal societies, for example, a child may not be the responsibility of his biological genitor at all but of his mother's brother, whom he calls father.

Closely related in form to the predominant nuclear family
unit are the conjugal family and the consanguineal family. As its name implies, the conjugal family is knit together primarily by the marriage tie and consists of mother, father, their children, and some close relatives. The consanguineal family, on the other hand, groups itself around a descent group or lineage whose members are said to be blood relatives and consists of parents, their children, their children's children, and the children's spouses, who may belong consanguineally to another family.

The stability of the conjugal family depends on the quality of the marriage of the husband and wife, and this relationship is more emphasized in industrialized, highly mobile societies in which people frequently must leave the residences of their blood relatives. In nonliterate societies, the perpetuation of the line has priority, and the consanguineal family derives its stability from its corporate nature and its permanence. [The New Encyclopedia Britannica, vol. 8].

Extended Family is an expansion of the nuclear family (parents and dependent children), usually built around a unilineal descent group (i.e., a group in which descent through either the female or the male line is emphasized). The extended family system often, but not exclusively, occurs in regions in which economic conditions make it difficult for the nuclear family to achieve self-sufficiency. Co-operation being necessary, aid is recruited, usually either from the patrilineal kin or the matrilineal kin. In traditional China, for example, the extended family ideally consisted of the nuclear family of the head of the household, his
unmarried daughters, his sons and their families, his sons' sons' families and unmarried daughters, and so forth. The extended family may include more distant kin, but the uncles, aunts, or cousins usually belong to the same clan as members of the core lineage.

The relationships between members of the extended family are such that the form of address a person employs consists of an extension of nuclear family terms to a wider circle of relatives within the resident clan. In a matrilineal family, for example, a person might refer to his maternal uncle as "father" and to the latter's children as "brothers" and "sisters". The extended family does not necessarily live in the same dwelling, but normally the members live close together and work in teams.

It is common for the senior kin to assume the role of mate selection for those of marriageable age, who are considered too inexperienced to make a proper choice. Qualities sought in a spouse by the interested kin in an extended family include work ability, a capacity to adapt, procreative power, status and financial worth.

In common usage, the term extended family has been given a variety of meanings. It may, for example, refer to a household that includes other kin in addition to the members of the nuclear family (known in anthropological terminology as a conjugal family) or, it may be loosely applied to mean all living consanguineal kin. [The New Encyclopedia Britannica, vol.4].