

Maternal Acceptance – Rejection and Psychological Well-being of Adolescents

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Abstract: Adolescents are the most important assets of any nation and Mother plays the most influential role in shaping the adolescent's personality. Relationship between mother and child has a major influence on a child overall development. The beliefs, thoughts, attitudes and behaviours of the mother has a powerful impact on the socio-emotional and cognitive development of children. Globalization has led to changes in various fields of life. Each individual is looking for new opportunities, growth and financial independence. Family relations are also deeply influenced. The western influence of individualism has led to an aspirational youth. Concept of family job and tradition are changing rapidly. In this technological world media, social networking sites etc are influencing the deep-rooted traditional Indian values. In this changing world the child mother relation has also been impacted. This paper aims at studying the impact of maternal acceptance-rejection on the Psychological wellbeing of the adolescents. It was hypothesized that adolescents who perceived maternal acceptance will have high level of wellbeing than their counterpart who perceived maternal rejection. The sample of the study comprised of 100 students of class 12 (50 maternally accepted and 50 rejected), selected from Ranchi town on the basis of PARQ score. To collect the required data for the present study Psychological wellbeing scale of Verma and Verma was administered on the subjects. The obtained data was analyzed with the help of Mean, SD and 't' test. Result shows that maternally accepted adolescents have high level of wellbeing in comparison to the maternally rejected adolescents.

Keywords: Adolescents, Psychological wellbeing, Maternal Acceptance – Rejection.

1. Introduction

Adolescence is a critical stage in the process of development. This period of transition is marked by rapid physiological and psychological changes. There is increase in physical and mental capabilities. There are significant changes in emotions, cognitions, behavior and interpersonal relationship. Adolescent's level of adjustment and his whole personality organization are dependent to a large degree upon the attitudes of their parents and psychological and social climate of their home environment (Horrocks 1962). According to Ryan and Decy (2000), during adolescence, the satisfaction of basic psychological needs within secure attachment relationships determine a view of them as purposive, self initiated individuals capable of coping with future events.

2. Parents and Adolescents

Researches have made it clear that parental attachment contributed positively to adolescents' self-esteem and life satisfaction and negatively to measure of anxiety, depression, and feeling of alienation and also appeared to enhance adolescents' wellbeing by increasing their self-esteem and diminishing feelings of depression (Armsden and Greenberg 1987).

Mothers play a pivotal role in the development of overall personality of an adolescent that promote competence and personal wellbeing across the life course. A core dimension of parenting is the affect expressed by parents towards the child (Baumrind, 1971), including both warmth and hostility. Parental warmth reflects acceptance tendencies to be supportive, affectionate, and sensitive to the adolescents' needs (Darling & Steinberg, 1993). In theory, parental warmth/responsivity is hypothesized to promote pro-social behavior because it gives the feelings of security, control and trust in the environment (e.g. Hoffman, 1982, Janssens&Gerris, 1992; Radka-Yarrow, Zahn-Waxler, &

Chapman, 1983; Staub, 1979). Researches show that parental warmth positively predicts a host of indicators of positive development (Maccoby& Martin, 1983), including adolescent school performance, adaptive coping strategies (Herman & Mchale, 1993), secure attachment (Gungor& Bornstein, 2010) and Prosocial behavior (Kestenbaum, Farber, & Sroufe, 1989).

In contrast, hostile or coercive parenting behaviours are viewed as inhibitors of prosocial development and risk factors for behavioural problems (Eddy, Leve& Fagot, 2001; O'Connor, Deater-Deckard, Fulker, Rutter, & Plomin, 1998). Parenting behaviours that reflect rejection, such as coercion and harshness are associated with aggressive behaviours, self regulatory deficits and psychopathology (Egeland&Sroufe, 1981; Larsson, Viding, Rij'sdijk&Plomin, 2008).

3. Concept of Parental Acceptance and Rejection

According to Rohner Parental acceptance and rejection both are the part of parentingbehaviour. This is a dimension or continuum on which all human beings can be placed because everybody has experienced more or less acceptance and rejection in their childhood from their parents and other caretaker. One end of the continuum is marked by parental acceptance. Parental Acceptance refers to the affection, warmth care, comfort, concern, nurturance, support, or simply loves that children can experience from their parents and other caregivers. The other end of the continuum or dimension of parenting behaviour is parental rejection. Rejection refers to the absence of positive support, parental love, care and by the presence of a variety of physically, and emotionally and mentally hurtful behaviors and affects. It includes three major forms (Rohner&Rohner, 1975), such as-

1. Hostility and aggression
2. Indifference and neglect
3. Undifferentiated rejection.

4. Parental Acceptance and Rejection Theory

Rohner (1986) developed Parental Acceptance-Rejection Theory (PAR Theory), which aims to predict and explain major antecedents and consequences of parental acceptance-rejection all over the world. The PAR theory is divided into three sub-theories. The first is **personality sub-theory** which tries to answer the questions of whether the children react in the same way when they perceive rejection from their parents, to what degree do the effect of childhood rejection extend into adulthood and oldage. The second is **coping sub theory**, which attempts to answer to questions of what gives some children, and adults the resilience to emotionally cope more effectively than most others, with the experience of childhood rejection and why some parents are warmer than others. The third is **the socio cultural sub-systems sub-theory**, which investigates how parental acceptance and rejection affect preferences of children in future (Rohner, 1986, 2004).

5. Psychological Well Being

Well being has been simply conceptualized as living well, feeling good and functioning effectively (Huppert, 2009). It has also been described as absence of emotional difficulties (Friedli, 2009). Well being is not just the absence of distress and negative affect, but is related to the ability to feel calm, happy and generous. Ryff's concept of psychological well being (PWB) includes six dimensions of PBW. They are

- 1) Self acceptance – one who possesses positive attitude towards self; acknowledges and accepts multiple aspects of self, including good and bad qualities; feels positive about past.
- 2) Positive relations with other people – has warm, satisfying, trusting relationships with others; is concerned about the welfare of others; is capable of strong empathy, affection and intimacy; understands give and take of human relationships.
- 3) Autonomy – is self-determining and independent-is able to resist social pressures to think and act in certain ways; regulates behavior from within; evaluating self by personal standards.
- 4) Environmental Mastery–He has sense of mastery and competence in managing the environment; controls complex array of external activities; makes effective use of surrounding opportunities; is able to choose or create contexts suitable to personal needs and values.
- 5) Purpose in life – has goals in life and a sense of directedness; feels there is meaning to present and past life; holds beliefs that give life purpose; has aims and objectives for living.
- 6) Personal Growth – has feeling of continued development; sees self as growing and expanding; is open to new experiences, has sense of realizing his or her potential; sees self as growing and expanding; is open to new experiences; has sense of realizing his or her potential; sees improvement in self and behavior over time; is changing in ways that reflect more self knowledge and effectiveness.

5.1 Objectives

Objective of the study was to examine the impact of perceived maternal acceptance and rejection on the level of psychological wellbeing of adolescents.

5.2 Hypotheses

It was hypothesized that maternally accepted adolescents will have high level of Psychological wellbeing than maternally rejected adolescents.

5.3 Sample

For this study a sample of 100(50 who perceived maternal acceptance and 50 who perceived maternal rejection) adolescents of class 12 were identified from Ranchi district on the basis of PARQ. Adolescents who scored 93 or less than 93 on PARQ were considered maternally accepted and who scored 127 or more than 127 were considered maternally rejected. All the adolescents were Hindu and belonged to urban residential areas and belonged to middle socio-economic status. The age range of respondents was from 15 to 17 years.

5.4 Tools

PDQ:- Personal data questionnaire prepared by researcher was administered to collect basic information regarding age, sex, residential area, SES etc.

Hindi adaptation of Rohner's Parental Acceptance-Rejection questionnaire (PARQ) adult version by Prakash and Bhargava was used for identifying 50 maternally accepted and 50 maternally rejected adolescents. The PARQ is a self-report instrument designed to measure individual's perceptions of parental acceptance and rejection. PARQ consist of four (4) scales.

Perceived parental warmth\ affection
Perceived parental aggression
Perceived parental neglect\ indifference and
Perceived parental rejection.

These four scales consist total 60 items.

P.G.I. General Well-being measure was developed by Dr. Santosh K. Verma and Ms. Amita Verma in 1989. It consists with 20 items to be enclosed in yes or No format. This can be self administered or can be verbally answered also. Items are such that they do not cause any embarrassment to the subject in the presence of others. A score of 1 is given for 'yes' and 0 for 'no' response. Thus the range of scores may vary from 0 to 20. High score indicate better well-being. Test-retest reliability was measured by K.R. -20 formula and was found to be .98 (Verma and Verma, 1989) while test re-test reliability was .91 for English Version and .86 for Hindi version (Moudgil et al. 1986).

5.5 Procedure

At first 50 maternally accepted and 50 maternally rejected adolescents were identified on the basis of PARQ from the various schools of Ranchi town. After that Psychological wellbeing scale were administered on the selected sample

with proper instructions. The obtained responses were served with the help of standard procedure given in the manual.

6. Discussion

At first Adult version of Parental acceptance rejection questionnaire (PARQ) developed by **Prakash and Bhargava** was administered on students. Then students were categorized in two group (Maternally accepted and Maternally rejected) on the basis of scores given in the manual of the test and using the formula Mean \pm 1 SD. Mean and Standard deviation score on PARQ scale was 110.59 and 16.77 respectively. Students who scored Mean – 1 SD and below or who scored 93 and less than 93 {Mean (110.59) – 1 SD (16.77) = 93.82} were placed in Maternally accepted group and students who scored Mean + 1 SD and above or who scored 127 and more than 127 {Mean (110.59) + 1 SD (16.77) = 127.36 } were included in Maternally rejected group.

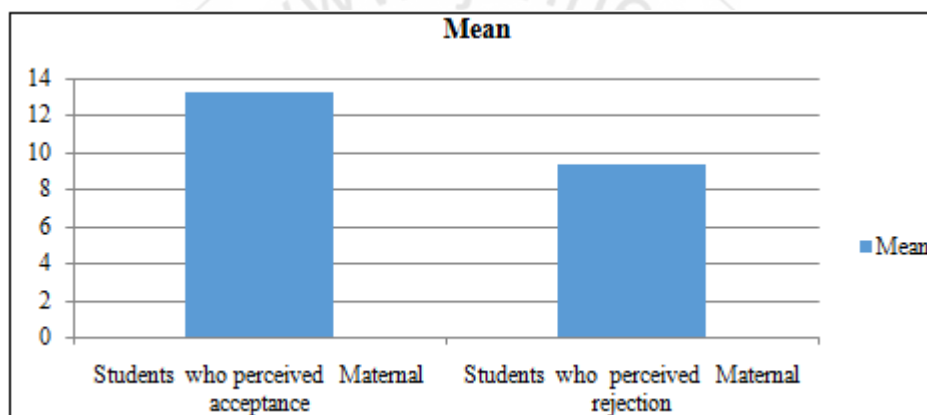
These two group were then compared in respect of their Psychological wellbeing scores. Obtained data were presented in table no 1.

Table 1 Comparison of the maternally accepted and rejected groups of adolescents in respect of Psychological wellbeing

The Maternally accepted and maternally rejected groups of students were compared by finding out the significance of differences between the means of scores obtained on Wellbeing scale by the two groups. For the purpose means and standard deviations from the distribution of Psychological Wellbeing scores of the two groups was tested utilizing t test.

| Groups | N | Mean | SD | Md | t |
|--|----|-------|-----|------|--------|
| Students who perceived Maternal acceptance | 50 | 13.23 | 3.7 | 3.95 | 6.76** |
| Students who perceived Maternal rejection | 50 | 09.28 | 4 | | |

**Significant at 0.01 level



Graph showing adolescents Wellbeing scores

It can be clearly seen from the table and graph that there were significant differences in the Psychological wellbeing of maternally accepted and rejected students. Rejected students as compared to maternally accepted students obtained less score on Wellbeing scale. Mean score of maternally accepted students were 13.23 and 09.28 for rejected students. The t-ratio was 6.76, which was highly significant at 0.01 levels. So it is clear that maternally accepted students have high level of Psychological wellbeing than maternally rejected students.

7. Conclusion

Based on the analysis of the data it is clear that the maternally accepted college going adolescents have high level of Psychological wellbeing than their counterpart maternally rejected adolescents. It means development of psychological wellbeing is directly effected by relationship between mother and their children.

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