Impact of Perceived Parental Acceptance - Rejection on Self-Esteem and Emotional Intelligence among College Students of Ranchi University, Ranchi

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Abstract: *The purpose of the present study was to examine the impact of perceived parental acceptance - rejection on self-esteem and emotionalintelligence among college students of Ranchi University, Ranchi. It was hypothesized that parentally accepted college students will havehigh level of self-esteem and more emotional intelligence than parentally rejected students. The sample of the present study consisted of 171 under-graduate college students of final year, studying in various discipline and stream in different degree colleges of Ranchi University, Ranchi.The sample was selected by Stratified Random Sampling Technique. Hindi Adaptation of Rohner's Parental Acceptance-Rejection Questionnaire, (PARQ, Prakash and Bhargava, 1978, Adult Form) was applied to identify perceived parentally accepted and rejected college students. Among 171 college students, 91 were identified as parentally accepted students whereas, rest 80 students were identified as parentally rejected students.To collect the required data for the present study Self-Esteem Inventory (Prasad and Thakur, 1977) and Emotional Intelligence Inventory (Mangal and Mangal, 1971)was administered on all subjects.The obtained data were analyzed with the help of Mean, SD and 't' test. Result shows that parentally accepted students have high level of self-esteem and emotional intelligence in comparison to the parentally rejected students. On the basis of obtained result, it was also concluded that both self-esteem and emotional intelligence is affected by parental behavior.*

Keywords: Parental Acceptance -Rejection, Self-esteem and Emotional Intelligence

1. Introduction

1.1 Parental acceptance and rejection

Parental acceptance refers to warmth, affection, nurturance, support, concern, love etc. Parents show their acceptance to their child by physical expressions, including behaviors such as hugging, caressing, kissing, and smiling. In addition, verbal expressions, including behaviors like saying nice things about the child, complimenting, singing or telling stories to the child, can be reflections of parental acceptance.Rejecting parents are defined in PART as those who dislike, ignores, pay less attention, give less importance, disapprove of, or resent their children. According to Rohner rejection is manifested around the world in two principal ways, namely, in the form of parental hostility and aggression on the one hand, and in the form of parental indifference and neglect on the other.

According to Rohner, (1986), parents can be rejecting to the child by behaving in any combination of these four ways: -
1) Cold and unaffectionate,
2) Hostile and aggressive,
3) Indifferent and neglecting and
4) Undifferentiated rejecting.

Parental rejection negatively affects the child's emotional development and self-esteem. Perceived parental rejection is associated with many mental health issues and social adjustment. Research shows that rejected and neglected children show lower levels of self-confidence, self-adequacy and self-esteem compared to their accepted peers, they can be clingy, possessive, and repeatedly seek for approval, nurturance and attention (Ansari & Qureshi, 2013; Rohner, 1975), and they can also have a higher risk of showing delinquency, cruelty, destructiveness, sexual offenses, rebelliousness and being arrested for juvenile alcohol and drug offenses.

1.2 Emotional Intelligence

The term emotional intelligence was firstly coined by Peter Salovey and John Mayer, (1990) and defined EQ as "the ability to monitor one's own and other's feelings, to discriminate among them, and to use this information to guide one's thinking and actions". The concept was then after popularized by Daniel Goleman in 1995 and defined emotional intelligence EQ as, "the capacity for recognizing our own feelings and those of others, for motivating ourselves, for managing emotions well ourselves and managing the relationships.

According to Mayer and Salovey (1993), emotional intelligence is the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions. Thus, emotional intelligence is an umbrella term that captures a broad collection of interpersonal and intrapersonal skills. Hedivided emotional intelligence abilities into four areas namely (I) perceiving and expressing emotions (ii) assimilating emotions in thought. (iii) self-motivation, (iv) empathy, and (v) managing relationships.

1.3 Self-esteem

Self-esteem is an important concept of psychological health. It is a part of personality; we need to have self- worth to grow and develop itwithin us. It is generally referred to as a singular or global construct which reflect a person 's sense of his or her own worthiness. American psychologists Abraham Maslow had included self-esteem in his hierarchy of needs. He described two different forms of esteem: the need for respect from others and the need for self-respect, or inner self-esteem (Maslow, 1987).

Branden (1969) defined self-esteem as —the experiences of being component to cope with the basic challenges of life and being worthy of happiness‖. This two-factor approach, as some have also called it, provides a balanced definition that seems to be capable of dealing with limits of defining self-esteem primary in terms of competence or worth alone.

2. Objectives

The main objective of this study was to find out impact of perceived parental acceptance-rejectionon self-esteem and emotional intelligenceamong college students.

3. Hypothesis

It was hypothesized that perceived parental acceptance-rejection significantly impact on self-esteem and emotional intelligence.Parentally accepted college students will havehigh level of self-esteem and more emotional intelligence than parentally rejected students

4. Methodology

4.1 Sample

The sample of the present study consisted of 171 college students of final year, studying in various discipline and stream in different degree colleges of Ranchi University, Ranchi. The sample selected from various degree colleges of Ranchi University, Ranchi.The sample was selected by using Stratified Random Sampling Technique.

4.2 Tools Used

1) Personal Data Questionnaire:
A personal data sheet developed by the investigator was used to collect information about, age, disciplines, streams, socio-economic status, religion and gender of subjects.

2) Parental Acceptance-Rejection Questionnaire- Adult version (PARQ, Prakash and Bhargava, 1980, Adult Form) Hindi Adaptation of Rohner's
Hindi adaptation of Rohner's Parental Acceptance-Rejection Questionnaire (PARQ), adult version developed by Prakash and Bhargava,1980 used to identify parentally accepted and rejected college students.There are 4 sub-scales in this questionnaire:(a) Perceived Parental Warmth/Affection Scale, (b) Perceived Parental Aggression/Hostility Scale, (c) Perceived Parental Neglect/Indifference Scale and (d) Perceived Parental Rejection/Undifferentiated Scale. PARQ

consist of total 60 items.Each item has four alternatives and the respondent is asked to choose one which is applicable to him.It is a 4-point Likert type scale having response categories of "Almost always true"-4," Sometimes true"-3, "Rarely true"-2 and Almost never true"-1.The Reliability and Validity of this test are respectively .86 and .95.

3) Self-Esteem Inventory (Prasad and Thakur, 1977)
This inventory was developed by M.S. Prasad and G.P. Thakur in 1977. This inventory has 2 parts and each part consists of 30 Items. It is a seven-point scale. This scale assesses two areas, one is personally perceived self and other is socially perceived self. Both personally perceived self and socially perceived self-constitute the whole self of the individual. Split half reliability co-efficient were found for both tests were .69 and, .66 respectively for personally-perceived self & socially-perceived self.

4) Emotional Intelligence Inventory (Mangal and Mangal, 1971)
This inventory was designed by Dr. S.K. Mangal and Mrs. Shubhra Mangal in 1971. It has 100 Items, 25 each from the four areas to be answered as Yes or No. The scoring process for this inventory is 1 mark for presence of emotional intelligence and 0 marks on absence of emotional intelligence. The **Yes** response is indicative of the presence of emotional intelligence and **No** for the lack ofemotional intelligence. This inventory measures emotional intelligence of 16+ years' school, college, and university students in respect of 4 areas or aspects of emotional intelligence namely: Intra-personal Awareness (Own Emotion), Inter-personal Awareness (Others Emotions), Intra-Personal Management (Own Emotions) and Inter-Personal Management (Others Emotions).

5) Procedure
After scoring participants were divided into two groups. Students who scored less than 93 on PARQ considered parentally accepted and who scored more than 133 considered parentally rejected. 91 parentally accepted and 80 parentally rejected college students were identified on the basis of PARQ from the various college of Ranchi University, Ranchi. After that Mangal's emotional intelligence inventory and Prasad & Bhargava's Self-esteem inventory administered on the selected sample with proper instruction. The obtained responses were served with the help of standard procedure given in the manual.

5. Statistical Analysis

In the light of hypothesis of the study, the data analyzed by Mean, SD, t-test and ANOVA. Analysis done by using SPSS and also graphical representation done.

6. Result and Discussion

The data were analyzed to see the impact of perceived parental acceptance-rejection on emotional intelligence among college students.

Table 1: Difference between parentally accepted &rejected students on self-esteem

Groups	N	Mean	SD	Mean Diff.	t-value	p-value
Parentally Accepted	91	267.19	26.12	4.01	1.029	.632
Parentally Rejected	80	271.20	24.52			P<.01

Mean scores of Parentally Accepted and Rejected college students on Self-esteem
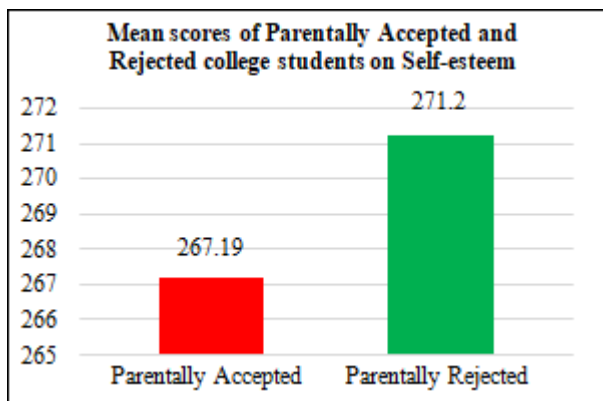
The mean score and SD of parentally accepted students were 267.19 &26.12 respectively whereas mean score and SD of parentally rejected students were 271.20 & 24.52 respectively. The mean difference of both groups was 4.01. The 't' value of both groups was 1.029, which was found significant at 0.01 levels. It means parentally accepted students had more self-esteem level than parentally rejected students. Therefore, we can say that, there exist significant mean difference between parental acceptance-rejection and self-esteem. Yasmin, S. & Hossain, (2014) showed that parental rejection is negatively associated with self-esteem.

Table 2: Comparisons between parentally accepted & rejected students on emotional intelligence

Groups	N	Mean	Sd	Mean Diff.	t-value	p-value
Parentally Accepted	91	74.12	7.85	19.31	13.80	.018
Parentally Rejected	80	54.81	10.40			P<.01

Mean scores of Parentally Accepted and Rejected college students on Emotional Intelligence
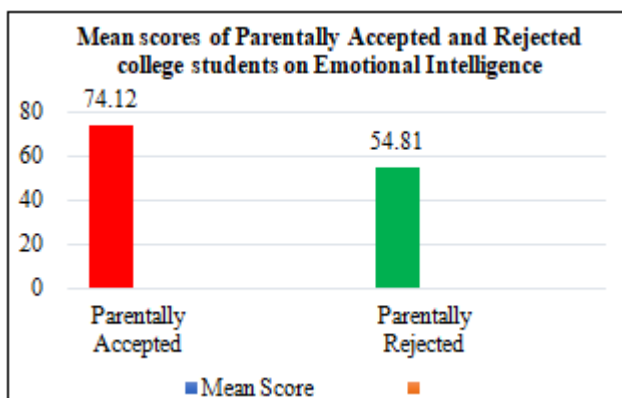
The mean score and SD of parentally accepted students on emotional intelligence were 74.12 &7.85respectively, whereas mean score and SD of parentally rejected students on emotional intelligence were 54.81& 10.40 respectively. The mean difference of both groups was 19.31. The 't' value of both groups was 13.80, which was found highly significant at 0.01 levels. It means parentally accepted students had more emotional intelligence level than parentally rejected students.

7. Conclusion

Therefore, we can conclusively say that, there exist significant mean difference between parental acceptance-rejection, self-esteem and emotional intelligence.

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