

## **A study on Parental acceptance/rejection and emotional maturity of Children of Working Mothers**

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### **ABSTRACT**

*The present study explored the relationship between parental acceptance/rejection and emotional maturity of children of working mothers. The sample for the present study comprised of 400 children of working mothers and were selected randomly from the elementary schools of two districts Srinagar and Shopian of Kashmir valley. The sample subjects comprised of 8th class students within an age range of 13-14years. Rohner's parental acceptance rejection questionnaire (1978) and Emotional maturity scale of Singh and Bhargava (1990), were used to measure the parental acceptance/rejection and emotional maturity of children of working mothers. The data were analyzed by using mean, S.D and correlation. The results indicated that, there is significant relationship between parental acceptance/rejection and emotional maturity of children of working mothers.*

**Key words:** Parental acceptance/rejection, emotional maturity, Children, Mothers, working

### **Introduction**

Parental warmth is considered 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. Accepting parents perceive their children as having many positive qualities and they enjoy being with their children. Accepting parents are those, who show their love or affection towards their children physically and/or verbally, which induces a child to feel loved or accepted. According to Rohner (1990) 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. Hostility includes feelings of anger, resentment and enmity toward the child, whereas indifference refers to a lack of concern or interest in the child. Hostile parents are likely to be aggressive, either physically or verbally, and indifferent parents are likely to be physically or psychologically remote from their children or inaccessible to them (to ignore their children's bids for attention, help, and comfort) and to be unresponsive to the children's needs. Rejection revealed as hostility/aggression and rejection revealed as indifference/neglect express a "damaged" or even an absence of bond of parental attachment. Both of these forms of rejection are likely to induce children to feel "unloved" or rejected.

Parents are influential figures in adolescent's search for identity. Parental availability has been hypothesized to influence human beings' adjustment from infancy to late adolescence (Cummings & Davies, 1995; Parmar & Rohner, 2005). In school-age children, maternal warmth predicted children's adjustment in school (Pettit, et.al 1997, Rothbaum, 1988), and involvement predicted academic achievement performance (Melby & Conger, 1997). Parent-child relationships have been found to be a good predictor of adolescent identity formation (Grotevant & Cooper, 1986). Parental hostility increases the likelihood of adolescent emotional and behavioral problems (Conger, et.al 1994). Parental rejection promotes the use of passive coping strategies (Meesters, & Muris, 2004), and less parental warmth correlates with a depression-loneliness-distress factor (Lempers, et.al 1989).

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In parental behavior the role of mother is very important, as child usually spends maximum time with his/her mother. It is, therefore, the mother who leaves a strong and a long lasting impact on the child and lays the foundation for its future development. However, it is obvious that when mother enters the employment market their children face crisis from their early age, because they are then usually reared by servants. They cannot take proper care of these children as their mothers can. So, they face hardships in terms of emotional support and rearing.

Emotional maturity means how well we are able to respond to situations, control our emotions & behave in an adult manner when dealing with others. A person having emotional maturity is composed, reserved, purposeful, has sense of values, goals defined, able to cope with crisis, cultured, able to control anger, humble, joyful & happy. However the person who are emotionally immature may be egocentric (self-centered, selfish), has uncontrolled emotions and is demanding. Emotional maturity comes with the correct psychological development which takes place when the child is given right type of environment especially during the initial stage of his life. The children who receive approval & encouragement from their parents are better equipped to deal with challenges & stress inducing situations.

Since, in the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tensions, frustrations and emotional upsets in day to day life. A child becomes emotionally mature if his parent permits him to accept responsibilities and becomes independent and self-sufficient. Emotionally matured person is one whose emotional life is well under control (Chamberlain 1960). Emotionally mature is not one who has resolved all conditions that aroused anxiety and hostility but it is continuously in process of seeing himself in clearer perspective involved in a struggle to gain healthy integration of feeling, thinking and action (Singh and Bhargava 1990).

The researchers like Poonam Sharma(2013), Andrabi (1997), Mittel (1997), Smith (1981), Moore (1975), Miller (1975), Nelson(1971), Hoffman (1963), Roy (1963), etc. studied the self-concept, social adjustment, academic achievement, scholastic achievement, achievement motivation, stress, personality adjustment, aggression, socialization, social maturity, cognitive development, emotional adjustment etc. of children of working mothers. Therefore, these studies highlight the research gap in the area of children of working mothers and signify the need of the study to be taken in relation to the variables which have been selected for the proposed study. Few studies have been conducted on parental acceptance/rejection and emotional maturity of children of working mothers till date and no study has been conducted in this regard in Kashmir. Thus it is hoped that this study may contribute to the literature on parental acceptance/rejection and emotional maturity of children of working mothers.

The study may also help to frame policies and develop programs which may help the children of working mothers. The study would educate the working mothers to care for their children for at least for some period of time otherwise, their children would face crises. The study may also help the working women to realize the quality of time they spend with their children is much more important than the quantity of time. While returning from office they should give first priority to sit with their children either playing with them or listening to them properly and interestingly so, that these children may feel accepted. Therefore, it may be concluded that parental acceptance/rejection and emotional maturity of children of working mothers is one of the most crucial issue that needs to be investigated intensively and purposefully and hence it acted as a great motivating force to the investigators to conduct research in this area.

**Objectives**

The following objectives were framed for the present study:

1. To identify the children of working mothers.
2. To study the relationship between parental acceptance/rejection and emotional maturity of children of working mothers.

**Hypothesis**

The following hypothesis was framed for the present study:

1. There is significant relationship between parental acceptance/rejection and emotional maturity of children of working mothers.

**Operational definitions of the terms used:****Parental acceptance/rejection:**

The parental acceptance / rejection in the present study referred to the scores obtained by the sample subjects on Parental Acceptance/Rejection Questionnaire (PARQ) of Rohner (1978).

**Emotional maturity:**

The emotional maturity in the present study referred to the scores obtained by the sample subjects on Emotional Maturity Scale (EMS) of Singh and Bhargava (1990).

**Working Women:**

Working women in the proposed study shall refer to educated women with educational qualification as graduation and above and are engaged in any government or private salaried job.

**Plan and Procedure**

The sample for the present study comprised of 400 children of working mothers and were selected randomly from the elementary schools of two districts Srinagar and Shopian of Kashmir valley. The sample subjects were comprised of 8<sup>th</sup> class students within an age range of 13 -14 years. Parental acceptance/rejection questionnaire (PARQ) 1978, and Emotional Maturity Scale (EMS) of Singh and Bhargava (1990), were administered to all the 400 sample subjects after building rapport with the subjects and the concerned teachers and headmasters of respective schools.

**Tool used:**

Parental acceptance/rejection questionnaire (PARQ) 1978 of Rohner and Emotional Maturity Scale (EMS) of Singh and Bhargava (1990) were used to measure the Parental acceptance/rejection and emotional maturity of children of working mothers.

**Analysis of data**

The test was administered as per the instructions provided in the test manual. The collected data was analyzed through statistical techniques viz, mean, S.D and correlation. The analysis is given in table 1.1.

**Table 1.1: Co-Efficient of Correlation between Emotional Maturity of Children of Working Mothers in Relation to their Parental Acceptance/Rejection (N=400) Composite Score and Factor-wise**

	<i>Emotional Maturity</i>					
	A(emotional instability)	B(emotional regression)	C(social mal-adjustment)	D(personality disintegration)	E(lack of independence)	TOTAL
PARQ	0.68**	0.76**	0.70**	0.63**	-0.26**	0.73**

\*\* . Correlation is significant at the 0.01 level

\*. Correlation is significant at the 0.05 level

### **Interpretation and Discussion:**

The analysis of the table 1.1 makes it obvious that the coefficient of correlation between parental acceptance/rejection (PARQ) and emotional maturity (composite score) of children of working mothers is 0.73 which is positive and significant at 0.01 level. The results make it clear that, children of working mothers with high score on PARQ are emotionally immature.

The analysis of table 1.1 also makes it clear that the coefficient of correlation between parental acceptance/rejection (PARQ) with various factors of emotional maturity of children of working mothers viz, factor 'A' (emotional instability) is 0.68, with factor 'B' (emotional regression) is 0.76, with factor 'C' (social maladjustment) is 0.70, with factor 'D' (personality disintegration) is 0.63 and with factor 'E' (lack of independence) is -0.26. The table makes it clear that positive significant relationship at 0.01 level has been found between Parental acceptance rejection and with the factor 'A' (emotional instability), with factor 'B' (emotional regression), with factor 'C' (social maladjustment) and with factor 'D' (personality disintegration) of emotional maturity of children of working mothers, which indicates that children of working mothers with high score on PARQ are emotionally unstable, emotionally regressive, socially maladjusted and have dis-integrated personality. However with factor 'E' (lack of independence) of emotional maturity of children of working mothers, the relationship has been found negative significant at 0.01 level, indicating thereby, that children of working mothers with high score on PARQ are independent.

It is revealed from the above results that children of working mothers score high on emotional maturity scale (composite score) and high on parental acceptance rejection questionnaire (PARQ). These children do not get the needed love, care and support from their parents especially mothers, which in turn affect their emotional development as well as personality, that is why these children are emotionally immature, emotionally unstable, emotionally regressive, socially maladjusted and have dis-integrated personality. As these children have less interference on the part of their mothers and have to perform their daily task by their own efforts that is, why they feel a sense of independence.

The results analyzed, interpreted and discussed above of the table 1.1 is in line with: Symonds (1939), Goldfarb (1945), Rohner (1977), Dhoundlyal (1984), Kitahara (1987), Maqbool (1988), Anshu (1988), Kanth (1994), El-Sayed (2000), Hulya (2011) and Alegre (2011).

Symonds (1939) states that parentally rejected children found to be emotionally unstable, restless, over-active, given to trouble making, resentful of authority, more inclined to steal and quarrel some while as parentally accepted children showed personality traits like cooperativeness, friendliness, loyalty, honesty, emotional stability, calmness, enthusiasm and cheerfulness respectively. Goldfarb (1945) found that children who were deprived of love in infancy often demand love in adolescence. They remain maladjusted and often suffer from emotional disturbances. Rohner (1977) mentions that rejected children are more likely hostile, aggressive, emotionally unresponsive and emotionally unstable than the accepted children. Dhoundlyal (1984) found that home environment is closely associated with the emotional development of adolescents. Kitahara (1987) found that parentally accepted children showed more dependence than parentally rejected children. Maqbool (1988) found significant difference between emotional stability of parentally accepted and rejected children. Anshu (1988) found significant difference between emotional adjustments of children who enjoy favourable home climate than those, who do not have favourable climate at home. Kanth (1994) found that parentally accepted children possess stability in emotions in comparison to parentally rejected children. El-Sayed (2000) showed that children who perceived their parents as more accepted also tend to exhibit higher levels of emotional stability and social

adjustment, together with lower levels of anxiety. Hulya (2011) has found significant effect of parental acceptance-rejection on pro social behaviour like emotional stability. Alegre (2011) found that the parental responsiveness, parental emotion-related coaching, and parental positive demanding are related to children's higher emotional intelligence, while parental negative demandingness is related to children's lower emotional intelligence. Therefore, in the light of above findings and with the support of above studies the hypothesis no.1 which read as:

1. "There is significant relationship between emotional maturity and parental acceptance/rejection of children of working mothers" stands accepted.

**Conclusion:**

- I. Positive significant relationship has been found between parental acceptance/rejection (PARQ) and emotional maturity (composite score) of children of working mothers. The study reveals that children of working mothers with high score on parental acceptance/rejection, were found as emotionally immature.
- II. It has also been found that, there is positive significant relationship between Parental acceptance/rejection of children of working mothers with the factor 'A' (emotional instability), factor 'B' (emotional regression), factor 'C' (social maladjustment) and with factor 'D' (personality disintegration) of emotional maturity .
- III. It has been also observed that there is negative significant relationship between Parental acceptance/rejection of children of working mothers with the factor 'E' (lack of independence) of emotional maturity.

**Inferential Suggestions:**

- Parents should arrange counselors for their children to solve their personal problems. There should be provision for the student counseling in the field of educational, vocational and personal problems.
- Due attention should be paid to the period of adolescence since the students at this stage are more prone to encounter various psychological problem, which are likely to affect their physical, mental, emotional, health, home, social and educational adjustment.
- The parents should be oriented about, the needs of the changing social set up, problems of the children, and various procedures for the proper development of the children.
- Working mothers should create such an environment in which the children can express their feelings and share their emotions with them. Opportunities should be given to the children to realize that they too have their own independent existence, which can build self-confidence in them. This in turn consequently will reduce their behavioral problems and enhance their ability for adjustment.
- The administrators should organize parent teacher meeting regularly and problems of their children should be discussed openly so as to resolve them collectively.
- Administrators and planners should be sensitized for helping institutions by providing guidance and counseling workers, so that children of working mothers can be cared properly.
- The Government has to make provision that working hours of mothers should be somewhat changed so that they can care their children in a good manner.
- Schools and day care centers should be opened by government where the preschool children get the care like home.

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