

Parental acceptance - rejection in relation to adjustment and academic stress among adolescents

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Abstract

The foundation of development of individual lies in the womb of the family. In family parents serve as an effective agent of socialization. Parents play an important role on the development of children. It is important for parents especially for mothers to be warm, non-hostile and close to their children in order to maintain quality parent-child relationship. The behaviours of the parents emphasize psychologically, socially, and healthy outcomes for children.

In order to understand the processes through which parents influence child development, one must understand the parenting style, or emotional climate within which socialization occurs. Parental Acceptance-Rejection Theory of R.P Rohner postulates that children everywhere who come from loving (accepting) families are more likely than children who come from unloving (rejecting) families to feel good about themselves (positive self-esteem), feel competent (positive self-adequacy); have the capacity to freely and non-defensively develop intimate, trusting relationships (emotional responsiveness), view the world and most humans as being benevolent or positive in other ways. Therefore, based on Parental Acceptance and Rejection theory proposed and developed by Rohner, the present research paper aimed at exploring how the adolescent perception of parental acceptance and rejection could be related to their level of psychological adjustment and academic stress.

Key words: Parental acceptance-rejection, Adjustment, Academic Stress, Self Concept, Adolescence

INTRODUCTION

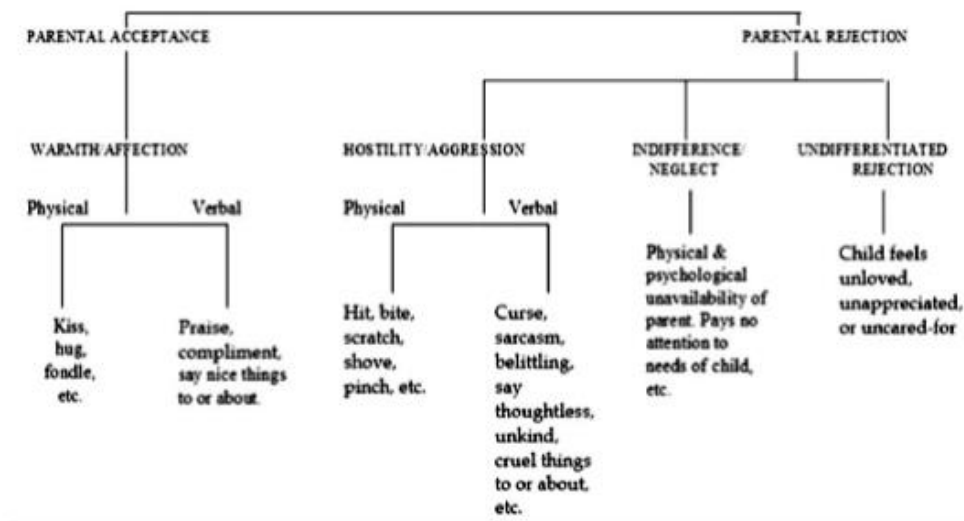
Family plays the foremost role in an individual's life. In family parents serve as an effective agent of socialization. Parents play an important role on the development of children. It is important for parents to be warm, peaceful and close to their children to maintain quality parent-child relationship. The behaviours of the parents emphasize psychologically, socially, and healthy outcomes for children.

In order to understand the process through which parents influence child development, one must understand the parenting style, or emotional climate within which socialization occurs. On the basis of researches conducted in the field of child development two main domains of child rearing are:

1. Parental warmth

2. Parental control

Parental warmth (PARTheory, Rohner, 1980) refers to the amount of affection and approval that an adult displays toward his or her child. Parents described as warm and nurturing never hesitate to smile, praise and encourage their child. Warm parents are deeply committed to the child's welfare and needs. They are willing to spend time in joint enterprises of the child's choosing. Warmth may be expressed behaviorally by the parent mainly in terms of showing more active concern, caretaking and playful joking behavior. Parental acceptance includes all kinds of nurturing, supportive and loving behavioral expressions. In contrast, parental rejection includes criticism, punishment or ignorance towards a child's physical and emotional needs. Such parents dislike, disapprove of their children openly through their behavior usually called aggression. Rejecting parents experience their aggression physically by hitting and hurting the child; verbally by sarcastic, cursing, shouting and humiliating behavior towards the child. All forms of these behaviors tend to include children to feel unloved or rejected.



OPERATIONAL DEFINITIONS

- a. **Adolescence:** Throughout the human life span development, adolescence is a stage when individuals are leaving their childhood and entering into a preparation stage for attaining adulthood to assume higher responsibilities independently in the future. Adolescence is a complex process due to changes in bodily growth in terms of physiological and psychosocial relationship among family members and peer groups at this stage of life. Being the vital part of country, adolescents have a great responsibility. Youth is the backbone of society. They are full of vigour and enthusiasm, but if they are not properly guided and educated, they can prove to be a disaster. I am “stressed out” is a common phrase in every teen's life. Adolescence can be a stressful time for adolescents as well as for their parents.

- b. Parental Acceptance** — Rejection: Parental Acceptance is basically defined by parental positive encouraging and motivating behaviour towards the child to interact openly within the environment of parental appreciation and supporting. Parental rejection is viewed as parental such behaviours which are very restricted, limited towards the child and the child can't interact freely and explore physical and interpersonal aspects of their environment.
Students' Perception of Acceptance & Rejection, a study by Dr. Fauzia Khurshid, Dr. Zahiruddin Butt & Amina Hafeez (2012) clearly shows that male students experience higher parental and siblings rejection than females.
- c. Adjustment:** Adjustment is the behavioural process which help humans to maintain equilibrium among their various needs and the obstacles of their environment. Adjustment begins with a need is felt and ends when that need is satisfied. Adjustment refers to the ability of any individual to adjust to social demands and the behavioural process of balancing conflicting needs.
- d. Academic stress:** Academic stress is the anxiety and stress that comes from schooling and education. There is often a lot of pressure that comes along with pursuing a degree and one's education. There is the stress of doing all of their work, balancing their time for extra-curricular activities. Academic stress involves mental distress in the form of academic challenges or even an awareness of the possibility of academic failure. During the school years, academic stressors affect the child's environment i.e., home, school, neighborhood, or friendship.
- e. Self— Concept:** An organized configuration of perceptions of the self which are admissible to awareness. It is compared of such elements as the perceptions of one's characteristics and abilities, the percept and concept of himself in relation to others and to the environment. It also includes value qualities associated with experiences and objects which are perceived as having positive or negative strengths. Cooley termed it as “looking glass self.”

Children from loving (accepting) families are more acceptable than children who come from unloving (rejecting) families. These children feel good about themselves (positive self-esteem); feel competent (positive self-adequacy); have the capacity to freely and non-defensively develop intimate, trusting relationships (emotional responsiveness); view the world and most humans as being benevolent or positive in other ways. Therefore, on the basis of Parental Acceptance and Rejection theory, the present study aims at investigating how the adolescent perception of parental acceptance and rejection could be related to their level of psychological adjustment, academic stress and self concept.

REVIEW OT THE LITERATURE

Guler Dural, Ilhan Yalcin conducted an Investigation of relationship between parental acceptance and psychological adjustment among university students (2014). The sample of the study is formed by 271 females, 135 males out of 406 students aged in 19-36 who are studying at Ankara University. In conclusion, the findings have proven that when the perceived acceptance/rejection from the mother was examined, it has been seen that males

perceive their mothers more rejective than females in terms of sub-scales of warmth/affection, hostility/aggression, indifference and total maternal acceptance/rejection. When the perceived acceptance/rejection from the father was examined in terms of sub-scales, in all sub-scales (warmth/affection, hostility/aggression, indifference/neglect and undifferentiated rejection) and in total scores males perceive their fathers more rejective than females.

A research on Parental Rejection, Personality Maladjustment and Depressive Symptoms in Female Adolescents in Pakistan (2013) by Fauzia Naz and Rukhsana Kausar was conducted to examine parental rejection effect on personality maladjustment and depressive symptoms in female adolescents in Pakistan. 100 female adolescents with minor medical conditions were recruited from three different hospitals. Present research work shows that rejection in combination with personality maladjustment significantly predicted adolescents' depressive symptoms over time. The observed prospective relation between rejection and depressive symptoms parallels findings suggesting the importance of interpersonal relationships among adolescents.

In a study Maternal and paternal parenting: Critical dimensions in adolescent functioning (1993) by Rex Forehand and Sarah Nousiainen, three dimensions of parenting exhibited by mothers and fathers were examined: acceptance, firm control, and psychological control conducted upon 70 adolescents and their parents. The results indicated that (1) mothers reported exhibiting each parenting dimension more than fathers; (2) acceptance by each parent predicted that parent's relationship with the adolescent; (3) the father's acceptance score was the primary predictor of adolescent functioning outside the home; and (4) the mother's and the father's parenting styles interacted to predict some areas of adolescent functioning.

The study named Difference in Parental Acceptance-Rejection and Personality Organization in Children of Hyderabad (2013) by Anisa Gul Bhatti attempts to examine the differences in perceived parental acceptance-rejection and personality organization in middle and lower middle class children of Hyderabad. The sample included 144 children of Hyderabad. The findings of the study revealed that the lower middle class children have higher scores on maternal indifference / neglect aggression and control than middle class children. The personality organization of middle class children is better than that of lower middle class children because of the parenting styles.

The study Parental Acceptance And Rejection In Relation With Self Esteem In Adolescents (2013) by Basit Ansari aimed at examining relationship of Parental Acceptance and Rejection with Self-Esteem in adolescents. In this cross-sectional study, 150 individuals with equal representation of male and female were included. The age of participants ranged from 14 to 17 years with minimum 10 years of education. Findings of the present study showed positive correlation between parental acceptance-rejection and self-esteem. Parentally accepted adolescents had positive self-esteem and parental rejection found to be associated with negative self-esteem. The study Perception of Parental Acceptance and Rejection in Emotionally Empathic and Non-Empathic Adolescents (2012) by SaimaArzeen

Bushra Hassan explored the differences between emotionally empathic and non-empathic adolescents' perception of parental acceptance and rejection. A sample of 205 (100 girls and 105 boys) was taken from different schools. All participants were 13 to 17 years old. All the participants were taken from private, government and semi-government schools. The results indicated that emotionally empathic adolescents significantly differed from non-empathic adolescents on all the dimension of Parental Acceptance Rejection Questionnaire. Also non-empathic adolescents perceived their fathers more neglecting as compared to their mothers.

Parent-Adolescent Relationship With respect to Parental Acceptance-Rejection among Students in Secondary Schools by Haslee Sharil Limb Abdullah aimed at providing the relevant information pertaining to the general overall picture of parentadolescent relationship with respect to parental acceptance- rejection and to determine whether demographic variables affect the parent-adolescent relationship with respect to parental acceptance-rejection significantly. The sample comprised 321 male and female Form Four students (grades 11) from two schools. As a result, the comparison of the PAR score between the ethnic groups revealed significant differences for the fatheradolescent and mother- adolescent relationship between ethnic groups respectively. There was no significant difference for the effects of other demographic variables namely gender, parents' education qualification, parents' working status and monthly total household incomes on parent-adolescent relationship with respect to parental acceptance-rejection.

In a study named The Relation Between Parenting and Adolescent Depression: Self-Worth as a Mediator (1997) by Judy Garber, Nancy S. Robinson and David Valentiner relations between three components of parenting and young adolescent's depressive symptoms were studied in a sample of 240 mothers and children. Mothers were selected for having a range of psychopathology (77% had a history of mood disorders). Mothers and children each completed the Children's Rating of Parental Behavior Inventory, which yields three parenting dimensions: acceptance/rejection, autonomy/psychological control, and firm/lax control. Maternal acceptance showed a significant negative relation to depressive symptoms, and maternal psychological control was positively associated with depressive symptoms. These relations were mediated partially through the child's perceived self-worth. Similarly, Rejection and Acceptance Across Contexts: Parents and Peers as Risks and Buffers for Early Adolescent Psychopathology (2009) by Miranda Sentse, Siegwart Lindenberg, Annelies Omvlee, Johan Ormel and Rene Veenstra. In a large sample of early adolescents it was investigated whether the effects of parental and peer acceptance and rejection on psychopathology (externalizing and internalizing problems) remain when taking into account both contexts simultaneously. Moreover,

we examined whether acceptance in one context can buffer rejection in the other. It was found that when analyzing peer and parent effects simultaneously (1) the protective effect of parental acceptance and the risk effect of peer rejection were diminished; (2) the protective effect of peer acceptance and the risk effect of parental rejection remained strong; and (3) peer acceptance buffered parental rejection but parental acceptance did not

buffer peer rejection. The results imply that the parent and peer contexts are interdependent.

The research work *University Students' Perception of Acceptance & Rejection* (2012) by Dr. Fauzia Khurshid, Dr. Zahiruddin Butt and Amina Hafeez was a descriptive study which used an indigenous research inventory to measure acceptance and rejection. The study was carried out on a sample of 100 university students and it explored the impact of demographic variables including gender, age, birth order, and family income level on determining the level of acceptance and rejection. Result of the study revealed that the phenomenon of university students' acceptance and rejection does exist among. Male students experienced higher parental and siblings rejection than females. Students from higher income families experience higher rejection compared to students from low income families. The findings also indicated that different demographic variables contribute significantly in determining the perceived level of acceptance and rejection.

Again Predicting Career Indecision in College Students: The Roles of Identity Formation and Parental Relationship Factors (1999) is another study by Antonia L. Guerra, Julia M. Braungart-Rieker. Students' identity formation and perceptions of parental acceptance and encouragement of independence were investigated as predictors of career indecision administered on 169 undergraduate students with a mean age of 19.68. Analysis using multiple regressions indicated that career indecision was predicted by a greater degree of identity moratorium and diffusion, less maternal acceptance and fewer years in college. Suggestions for future research and counseling applications are provided.

Similarly, *Variable Effects of Children's Aggression, Social Withdrawal, and Prosocial Leadership as Functions of Teacher Beliefs and Behaviors* (2003) is a research done by Lei Chang. Teachers' beliefs about aggressive and withdrawn behaviors in the classrooms and teachers' overall caring and support of students were hypothesized to influence the relations between these classroom behaviors and peer acceptance and self-perceived social competence. These hypotheses were tested in a sample of 82 middle school classes consisting of 4,650 students ages 13 to 16. The results suggest that teachers' aversion to aggression and empathy toward withdrawal enhanced the self-perceptions of both aggressive and withdrawn children and enforced peer rejection of aggression but not of social withdrawal. Teacher warmth had similar effects. Prosocial leadership had a positive social impact among students independent of teacher beliefs. These findings are discussed in an attempt to reconceptualize children's social behaviors and peer status.

In addition to this research on *Perceived Parental Warmth and Depression in Early Adolescents: Path Analysis on the Role of Self-esteem as a Mediator* (2011) is done by Lim Hui Jun, Rozumah Baharudin and Tan Jo-Pei. The prevalence of depression in Malaysia instigated the twofold objectives of the present study. First, the relationship between perceived parental warmth, self-esteem and depression was examined, followed by the exploration on the role of self-esteem as a mediator between perceived parental warmth and depression among early adolescents. The model for early adolescent's depression was guided by Beck's cognitive theory of depression and parental acceptance-rejection theory. A

total of 1394 adolescents aged 13 to 15 years, who reported living with both married and biological parents, provided complete selfreport data on the measures for the three observed variables (namely, perceived parental warmth, self-esteem and depression). Path analysis was then employed to establish the mediating effect of self-esteem. Results revealed that the data from the study fitted the model and that perceived parental warmth had an indirect effect on depression through self-esteem. Findings also revealed that self-esteem was a complete mediator in the relationship between perceived parental warmth and depression.

Perceived Parental Behaviour as Related to Student's Academic School Success and Competence by Aishwarya Raj Lakshmi and Meenakshi Arora is an attempt to investigate the perceived parental behaviour and its relationship with academic school success and academic competence. The sample comprised of 500 High School students (250 male and 250 female). A School Success was assessed by marks obtained in High School Board Examination. Results of the study revealed that parental acceptance and encouragement scores were positively related with academic school success and academic competence scores. Parents who were perceived as being more acceptant and using less restrictive and hostile psychological control tended to have adolescents with higher academic success and competence.

As adolescence is a crucial age of development, a need is felt to study the parental acceptance rejection in relation to adjustment and academic stress among adolescents.

OBJECTIVES OF THE STUDY

1. To study the relationship between parental acceptance - rejection and adjustment of adolescents.
2. To study the relationship between parental acceptance - rejection and academic stress of adolescents.
3. To study the relationship between parental acceptance - rejection and self-concept of adolescents.
4. To study the comparison between parental acceptance-rejection in relation to adjustment, academic stress and self-concept on gender basis.

NEED FOR THE STUDY

Review of literature reveals that most of the research studies of parental acceptance and rejection are conducted on children below sixteen with major concern to their self esteem or emotional security. Along with this most of the studies held in western countries. Researcher could not locate much research work on adolescents in relation to their adjustment, academic stress and self-concept level in the domain of Indian society. As adolescence is a crucial age of development, a need was felt to study the parental

acceptance rejection in relation to adjustment, academic stress and self concept of adolescents.

HYPOTHESES

The present study is based on quantitative research design. On the basis of the literature review, following hypotheses are formulated:

H1: There exists no significant difference between parental acceptance - rejection of male and female adolescents.

H2: There exists no significant difference between adjustment level of male and female adolescents.

H3: There exists no significant difference between academic stress level of male and female adolescents.

H4: There exists no significant relationship between parental acceptance - rejection and adjustment among adolescents.

H5: There exists no significant relationship between parental acceptance - rejection and academic stress among adolescents.

RESEARCH METHODOLOGY

A descriptive research design has been adopted in the present investigation. The main objective of the present venture is to study the parental acceptance - rejection in relation to adjustment, academic stress and self concept of adolescents. In order to attain this objective, a systematic plan is followed and the study is based upon primary data with following variables:

Independent Variable : Parental acceptance - rejection

Dependent Variables : Adjustment, Academic Stress and self— concept.

SAMPLING DESIGN

It is impossible to test, to interview or observe each unit of population under controlled condition in order to arrive at principal having universal validity. Thus, a relatively small number of individuals, objects or events are selected and analyzed in order to find out something about the entire population from which it is selected. In the present study the researcher used the random sampling method. The randomization of present study is done at two levels:

- I. **SCHOOL LEVEL:** There are several schools in Ambala district. Out of these schools a reputed C.B.S.E English medium school named Murlidhar D.A.V Public School; Ambala City is selected randomly through lottery system.

- II. **II. STUDENT LEVEL:** Students included in present study are adolescent students of class IX. Fifty boys and fifty girls are selected for the present research work. The selection of units from the population is done in such a manner that every unit in the population has an equal chance of being chosen and the selection of any one unit is in no way tied to the selection of any other. To make the study viable the sample size for the present investigation is detailed as per the table:

TABLE – 1

Profile Sheet of the Respondants

Sr. No.	Adolescent Participants	Number of Participants
1.	BOYS	50
2.	GIRLS	50
	Total Number of Participants	100

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TOOLS

In order to collect the relevant data from the respondents the researcher will use the following mentioned scales on the three different variables:

1. Parental Acceptance-Rejection Scale: Parental Acceptance—Rejection Questionnaire (PARQ) Prof. R.P. Rohner adapted by (late) Dr. Jai Prakash (Sagar) and Dr. Mahesh Bhargava, Agra.
2. Adjustment Inventory: Indian Adaptation of Bell's Adjustment Inventory by Dr. (Smt.) Lalita Sharma, Firozabad.
3. Academic Stress Scale: Bisht Battery of Stress Scales by Dr. (Km.) Abha Rani Bisht, Almora.
4. Self—Concept Questionnaire: Self— concept questionnaire developed by Dr. Raj Kumar Saraswat.

ANALYSIS

Descriptive statistics such as mean, mode, standard deviation, skewness and kurtosis were calculated to ascertain the nature of distribution of scores on variables of parental acceptance-rejection, adjustment and academic stress. All the calculated values are depicted in a Tabular form. Following table represents these values:

TABLE -2

SHOWING MEAN, MEDIAN, MODE, STANDARD DEVIATION, SKEWNESS AND KURTOSIS FOR THE VARIABLES OF PARENTAL ACCEPTANCE-REJECTION, ADJUSTMENT AND ACADEMIC STRESS OF ADOLESCENTS

Variable	1.Mean	2.Median	3.Mode	4.SD	5.Skewness	6.Kurtosis
Parental accept.-rejection	125.96	119.5	116	24.55	0.52	-0.85
Adjustment	26.97	24	20	8.77	0.77	-0.39
Academic stress	114.99	113.5	130	32.46	0.33	-0.55

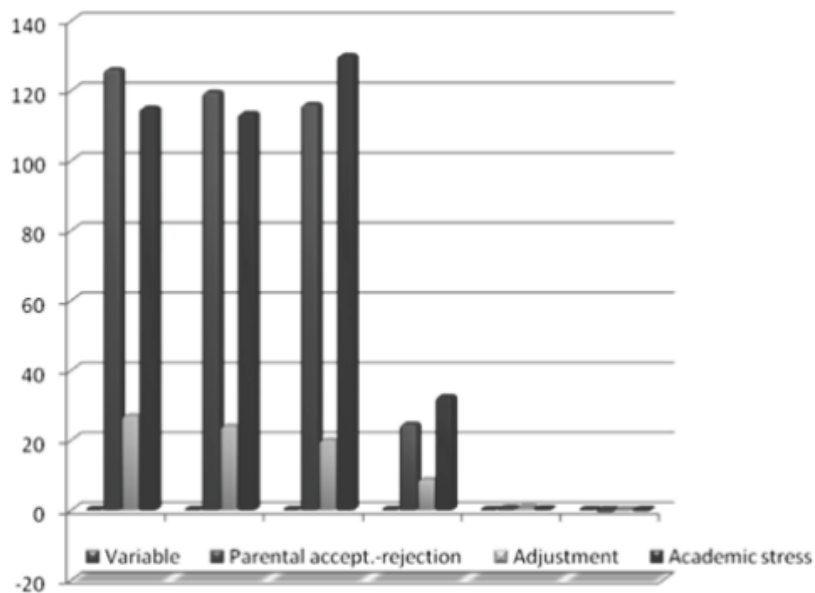


FIGURE – 1

SHOWING MEAN, MEDIAN, MODE, STANDARD DEVIATION, SKEWNESS AND KURTOSIS FOR THE VARIABLES OF PARENTAL ACCEPTANCE-REJECTION, ADJUSTMENT AND ACADEMIC STRESS OF ADOLESCENTS

- (i) Parental Acceptance-Rejection: The mean, median and mode of parental acceptance-rejection are 125.9, 119.5 and 116 respectively, which can be considered approximately equal. The value of skewness is 0.52. It is approximately equal to zero, and positively skewed. The value of kurtosis is -0.85 and negatively a t kurtosis but equivalent to zero. The value is close to .263. Thus the distribution is approximately normal.
- (ii) Adjustment: The mean, median and mode of adjustment are 26.97, 24 and 20. These values are approximately equal. The value of the skewness is 0.77 which can be considered approximately equal to zero. The value of kurtosis is -0.39 and it is also considered approximately equal to .263. Thus the distribution is normal.
- (iii) Academic Stress: The mean, median and mode of academic stress are 114.9, 113.5, 130. The values are approximately equal. The value of the skewness is 0.33 which can be considered approximately equal to zero.

The value of kurtosis is -0.55 and it is also considered approximately equal to .263. Thus the distribution is normal.

NULL HYPOTHESIS – 1

“There exists no significant difference between parental acceptance —rejection of male and female adolescents.”

TABLE — 3

SHOWING MEAN, STANDARD DEVIATION, STANDARD ERROR DEVIATION AND t — RATIO FOR THE VARIABLES OF PARENTAL ACCEPTANCE-REJECTION OF MALE AND FEMALES

	Mean	SD	t ratio	Significance level
Male	130.3	26.9	0.054	0.01
Female	121.6	21.2		

*Note: Table value of t = 2.63 to be significant at 0.01 level for 99 degree of freedom. (H. E Garrett)

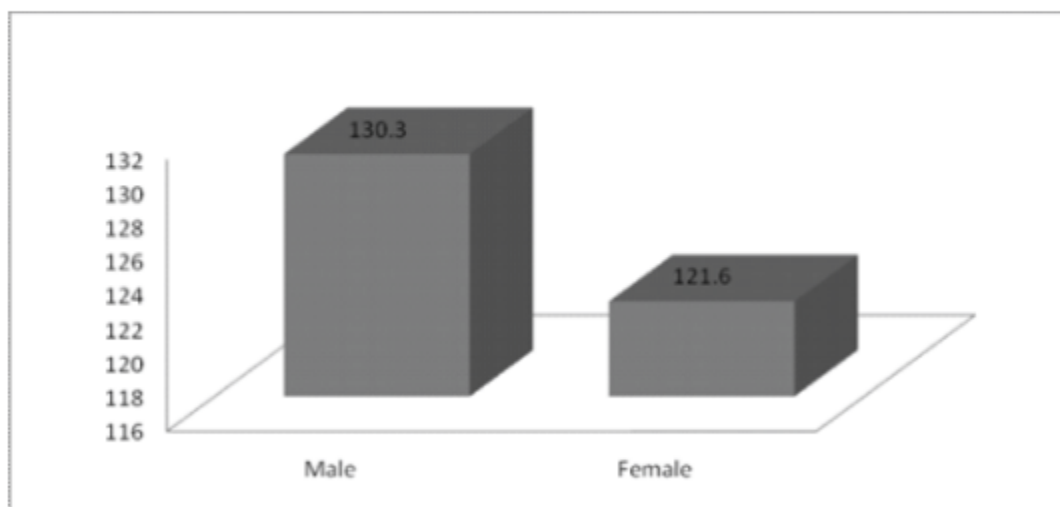


FIGURE – 2
SHOWING DIFFERENCE OF MEAN BETWEEN PARENTAL ACCEPTANCE-REJECTION OF MALE AND FEMALE ADOLESCENTS

To analyse the first null hypothesis, t — ratio of both the scores is calculated. Table 3 indicates that the calculated t value of attitude towards teaching and teaching aptitude of elementary teacher trainees is 0.054, which is less than the table value of t at 0.01 level of significance. So the null hypothesis is accepted. Thus, it is clear that there exists no significant difference between parental acceptance-rejection of male and female adolescents.

NULL HYPOTHESIS — 2

“There exists no significant difference between adjustment level of male and female adolescents.”

TABLE — 4

SHOWING MEAN, STANDARD DEVIATION, STANDARD ERROR DEVIATION AND t— RATIO FOR THE VARIABLES OF ADJUSTMENT LEVEL OF MALE AND FEMALES

	Mean	SD	t ratio	Significance level
Male	28.4	9.3	0.049	0.01
Female	25.5	7.9		

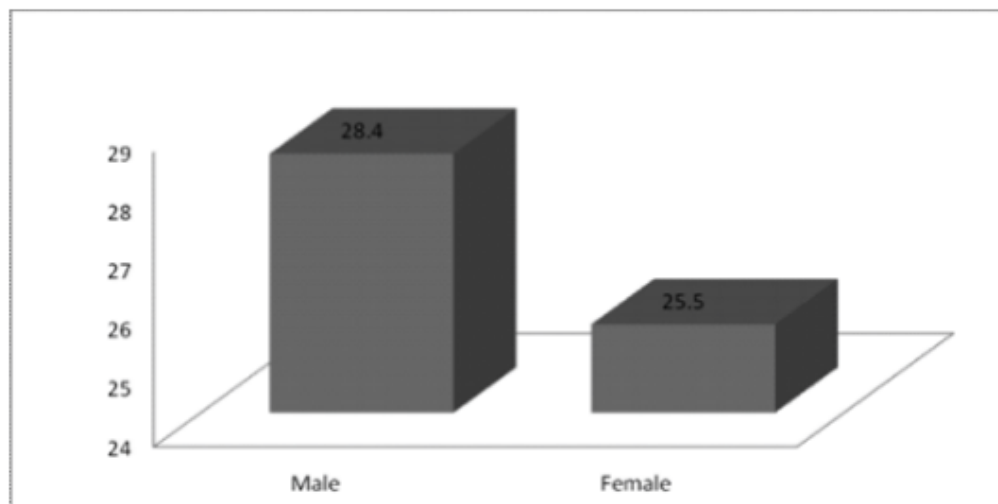


FIGURE – 3
SHOWING DIFFERENCE OF MEAN BETWEEN ADJUSTMENT LEVEL OF MALE AND FEMALE ADOLESCENTS

To analyse the second null hypothesis, t — ratio of both the scores is calculated. Table 4 indicates that the calculated t value of adjustment level of male and female adolescents is 0.049, which is less than the table value of t at 0.01 level of significance. So the null hypothesis is accepted. Thus, it is clear that there exists no significant difference between adjustment level of male and female adolescents.

NULLHYPOTHESIS —3

“There exists no significant difference between academic stress level of male and female adolescents.”

TABLE-5

SHOWING MEAN, STANDARD DEVIATION, STANDARD ERROR DEVIATION AND t— RATIO FOR THE VARIABLES OF ACADEMIC STRESS LEVEL OF MALE AND FEMALE ADOLESCENTS

	Mean	SD	t ratio	Significance level
Male	115.5	36.5	0.43	0.01
Female	114.4	28.1		

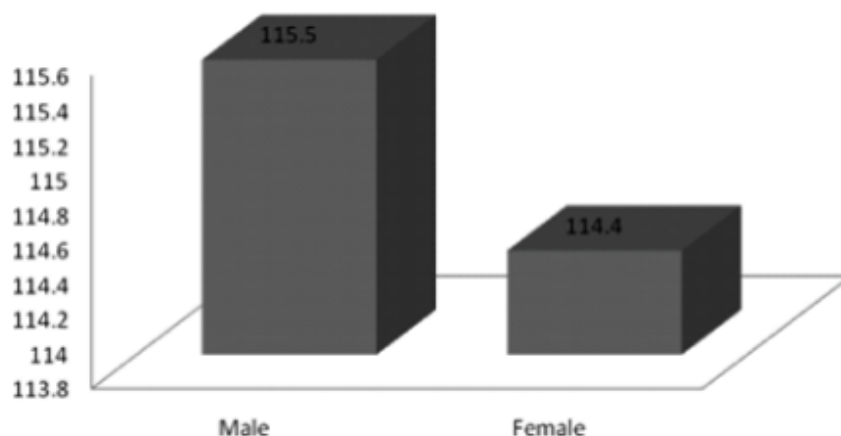


FIGURE – 4
SHOWING DIFFERENCE OF MEAN BETWEEN ACADEMIC
STRESS LEVEL OF MALE AND FEMALE ADOLESCENTS

To analyse the third null hypothesis, t — ratio of both the scores is calculated. Table 5 indicates that the calculated t value of adjustment level of male and female adolescents is 0.43, which is less than the table value of t at 0.01 level of significance. So the null hypothesis is accepted. Thus, it is clear that there exists no significant difference between academic stress level of male and female adolescents.

NULL HYPOTHESIS — 3

“There exists no significant relationship between parental acceptance-rejection and adjustment level of adolescents.”

Variables	Correlation
Parental acceptance - rejection	0.65
Adjustment	

Table 6 indicates that the coefficient of correlation between parental acceptance-rejection and adjustment is 0.65, which is slightly positive. It shows that there is a slightly positive relationship between parental acceptance-rejection and adjustment of adolescents. So the null hypothesis is rejected. Thus, it is clear that there exists significant relationship between parental acceptance-rejection and adjustment level of adolescents.

NULL HYPOTHESIS — 5

“There is no significant relationship between significant relationship between Parental acceptance-rejection and academic stress level of adolescents.”

TABLE – 7
TABLE SHOWING CORRELATION BETWEEN VARIABLE OF PARENTAL
ACCEPTANCE-REJECTION AND ACADEMIC STRESS

Variables	Correlation
Parental acceptance -rejection	0.75
Academic stress	

Table 7 indicates that the coefficient of correlation between attitude towards teaching and self — concept is 0.75, which is slightly positive. It shows that there is a slightly positive relationship between parental acceptance-rejection and academic stress of adolescents. So the null hypothesis is rejected. Thus, it is clear that there exists significant relationship between parental acceptance-rejection and academic stress level of adolescents.

DISCUSSION

Present study revealed that parental acceptance and rejection plays an important role in the behaviour of a child. A child-getting acceptance from his or her parents is more likely to be confident, as compared to a child who is getting rejection and facing negligence from his or her parents. The result shows a weak but a positive correlation between acceptance and rejection of parenting in relation with adjustment and academic stress.

EDUCATIONAL IMPLICATIONS OF THE STUDY

It is now recognized parental acceptance-rejection effects on behavioural, cognitive and emotional development of children. Parental acceptance or rejection has a significant role in relation to self-esteem and functioning in adolescents and parenting in considered one of the major risk factor for the development of low self-esteem in children. Parental acceptance-rejection effects on behavioral, cognitive and emotional development of children. Parental acceptance or rejection has a significant role in relation to self-esteem and functioning in adolescents and parenting in considered one of the major risk factor for the development of low self-esteem in children.

Present study revealed that parental acceptance and rejection plays an important role in the behavior of a child. A child-getting acceptance from his or her parents is more likely to be confident, as compared to a child who is getting rejection and facing negligence from his or her parents. The basic concern of the study was to investigate the parental acceptance-rejection of adolescents in relation to their adjustment and academic stress level. If school counsellors are to design the most appropriate interventions and developmental activities, they must know the concerns and needs of the population they serve. In the case of counselling student related to their parents therefore there is a possibility to undertake family counselling which involves student's parents as well in order to have more effective and efficient counselling to benefit the students as a whole. It is important to conduct counselling assessment exercise on students in order to gain wisdom, understanding and insights into the students' world; this in turn contributes to satisfying the students' requirements and needs.

The present study reveals that there is significant relationship parental acceptance-rejection, adjustment and academic stress of adolescents. Although the present study shows that there is no significant difference between male and female group on the variables of parental acceptance-rejection, adjustment and academic stress of adolescents. Yet, the importance of an individual student's adjustment and academic stress cannot be denied because in somewhere or the other they become the chief source of an individual's overall development.

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