Influence Of Parental Care On Mental Health And Emotional Behaviour Among High School Students In Rural, Urban And Tribal Areas

Dr. P.Ganesan M.A (His), M.Ed., M.Phil (Edn), Ph.D (Edn) PGDCA Professor & Head Department of Pedagogical sciences Tamilnadu Teachers Education University Chennai-600097. E-Mail Id: ganesanedu@gmail.com

Singu Gangamani Ph.D Research Scholar in Education (Full Time) Department of Pedagogical Sciences Tamilnadu Teachers Education University Chennai- 600097. E-Mail Id: Singugangamani12@gmail.com

Abstract: The personality trait has been considered to be a governing factor in each individual's life. The renowned personality trait will equip the learners to have prompt and balanced behaviour in society. The personality of an individual determines the status of a family, parental practices, parent and child relations, child character, position and place to be achieved in the future years to come. This paper has been focused on the child physical and psychological perspectives of higher school students. The study gives importance to psychological perspectives, which are considered to be the prime factor in the development of the psychological process of an individual. By keeping in view, the study has been dealt with the Influence of Parental Care on Mental Health and Emotional Behaviour among High School Students in Rural, Urban and Tribal areas.

Keywords: Parental Care, Mental Health, Emotional Behvaiour, Tribal Students.

INTRODUCTION

The Indian family plays a key role in the socialization process of the child (from infancy to childhood and even to the extent of adulthood) and uses family-specific values to bring up the child. Children who are the carriers of value certainly have an important role in the family system. Children learn the culture and values within the bosom of a family. It means the children raised by a certain specific set of cultures are a reflection of familial and cultural values. Therefore, socially learned norms and values offer standards that parents usually use to direct their interaction with their children. As this interaction or process of the socialization process is bidirectional, therefore, parents convey the socialization messages to their children, but their children vary in their level of acceptance, receptivity, and internalization of these messages.

Processes of socialization of child generally do depend upon the beliefs, values, goals held by the parents who are generally are passed from one generation to the next.

Philosophers and developmental psychologists are always interested in understanding and unravelling the intricacies of the socialization process by which parents attempt to transmit their values, goals, skills, and attitudes to their children.

Behaviourist and Freudian theories tried to explain in their way the process of socialization. But it was in the late sixties, Baumrind work on children resulted in a paradigm shift in looking after the socialization process of children. She gave three child nurturing typologies: authoritative, authoritarian and permissive. These three child nurturing styles differ in behaviours, values, and standards which parents expect their children to adopt. The three child nurturing styles have different consequences on children cognitive and social competence development. Baumrind suggested that authoritative parents are warm and responsive, providing their children with affection and support in their explorations and pursuit of interests. These parents have high maturity demands (e.g., expectations for achievement) for their children but foster these maturity demands through bidirectional communication, induction (i.e., explanations of their behaviour), and encouragement of independence. Baumrind further suggested that authoritarian parents are neither warm nor responsive to their children. They have high maturity inappropriate behaviour. These parents are strict, expect obedience, and assert power when their children misbehave. When socializing with their children, authoritarian parents express their maturity demands and expectations through rules and orders and do not communicate to their children the rationale behind these rules. In the case of permissive parents are moderate in their responsiveness (i.e., some parents are high and some are low) toward their children's needs. These parents, however, are excessively lax in their expectations for their children's level of maturity and their tolerance of misbehaviour. When socializing with their children, permissive parents are usually dismissive and unconcerned. These parents score moderately high on measures of responsiveness and low on measures of maturity demands and control. Researches have further confirmed that authoritative child nurturing is optimum for children socialization and development. But the researchers cross-culturally though agree with the child nurturing typology but they found rather than authoritative child nurturing it is authoritarian or permissive child nurturing is related to the positive developmental outcomes in other cultures. This is because child nurturing varies with values, beliefs, socialization goals of a particular culture.

In India where is predominantly collectivistic culture prevails in homes and literature provides evidence of it, what could be the child nurturing style adopted by families, it could not be said with authority. Moreover, present India is passing through a transition phase where the influence of modernization, high rate of urbanization, higher level of educational level among people and influence of technology has permeated in the life of the urban families. Therefore, in this context, it is indeed necessary to identify child nurturing styles among the parents. Moreover, child nurturing is associated with various developmental outcomes of children therefore, it is necessary that emotional intelligence-a key predictor of handling emotional situations of life intelligently, value orientation-the atonement of children towards positive or negative values and social

adjustment-the ability of the child to have a harmonious adjustment with his/her social surroundings, were the three important variables studied in relationship with the child nurturing style. Since the adolescent is the phase which is crucial especially related to various developmental aspects and more so in context to a contemporary society where adolescence age children were surrounded by complex environment and influenced by so many factors.

RESEARCH METHODOLOGY
Research Methodology constitutes the core of the research work. It is the implementation of the theoretically reviewed concepts and methods. It is also very important as it deals with the real field applications of the theoretical concepts in the practice, to reach the population characteristics by studying its representative sample. In this section, an attempt has been made to present objectives, hypotheses, the sample for the study, the design of the study, the procedure for the data collection and the statistical techniques used in analysing and presentation of the data.

STATEMENT OF THE PROBLEMS
To study the "**Influence of Parental Care Towards Mental Health and Emotional Behaviour Among the High School Students in Rural, Urban and Tribal Area**".

OBJECTIVES OF THE STUDY
To study this problem, the following objectives were formulated.
1. To examine the socio-economic status of the sample respondents.
2. To determine the parental care of Urban, Rural and Tribal students.
3. To study the effect of parental care on the various psycho-social characteristics (i.e., Social Maturity, General Anxiety, and Self-Concept) of Urban, Rural and Tribal students.
4. To examine the effect of demographic variables on the psycho-social characteristics of Social Maturity, General anxiety, and Self-concept of the Urban, Rural and Tribal students.
5. To determine the relationship of different parental care of various psychosocial characteristics (of the Urban, Rural and Tribal students).

HYPOTHESES
To reach these objectives, the following hypotheses were formulated.
1. Parents of Urban, Rural and Tribal students would exhibit distinct Parental care.
2. Parental care towards Boys and Girls would be different.
3. Urban, Rural and Tribal students would differ in Social Maturity.
4. Urban, Rural and Tribal students would differ in their Self Concept.
5. Urban, Rural and Tribal students would be similar on the General Anxiety.
6. There would be a significant difference between Boys and Girls on Social Maturity.

7. There would be a significant difference between Boys and Girls on General Anxiety.
8. There would be a significant difference between Boys and Girls on their Self Concept.
9. There would be a significant relationship between Parental care to Psychosocial Characteristics.

VARIABLES

The following variables were selected for the present study:

Sl. No	Variable	Description
1	Independent	Parental Care
		Demographic Variables
2	Dependent	Psycho-social Characteristics

Independent Variable
1. Parental care studied include democratic, autocratic, accepting, rejecting, overprotecting and over-demanding attitudes.
2. Demographic variables include the age of the parent, occupation of the parent, socio-economic status of the family, age of the child, number of members in the family, number of children, and sibling order of the child.

Dependent Variables

Psychosocial characteristics of the urban, rural and tribal students studied included, social maturity, general anxiety, and self-concept.

TOOLS

To measure the different independent and dependent variables the following tools were used:
1. The 'Parental attitudes' (the independent variable) was studied by using the 'Children Perception of Parenting Scale – Parent form (CPPS) developed by Anand and Rajkumari (1995).
2. For measuring the Demographic variables, a personal data sheet was developed by the researcher.
3. For measuring the various psychosocial characteristics, (dependent variable) the following tests were used:
4. Social Maturity dimension was studied by using Indian adaptation of Vineland Social Maturity developed by Malin, (1992).
5. General anxiety dimension was studied by using (GASC) General anxiety scale for children by Anil, (1971).

6. The Self-Concept dimension of the children was studied by the Self Concept questionnaire of Raj Kumar, (1971).

DESCRIPTION OF THE TOOLS
In the following paragraphs, the tools used are described in detail.
1. **Demographic Data**: For measuring the demographic variables, a personal data schedule was developed by the investigator. For this, the earlier literature involving the different demographic variables were studied and the most applicable variables were selected and added. After consulting experts in this field, some other variables were further added by the investigator. The personal data sheet included items related to information about Age of the parent, Occupation of the parent, Education of the parent, Income of the parent and Socio-Economic Status of the Family. Age of the child, Education of the child, the cast of the child, Type of school of the child, No. of members in the family, No. of children and sibling order of the child.
2. **Parental Care**: There were many instruments available to measure parental care. Different researchers attempted to explain parental care through various models. Several types of research have studied relationships between parental care and the personality development of children. As long as in 1936, it was Stodill who was among the first to attempt the objective measurement of parental care.

   This original scale used to study the parental attitudes was in English, but to suit the present sample of urban, rural and tribal children. It was translated by the investigator into Telugu and both versions were later given to three experts who were equally efficient with the knowledge of the Telugu and English to appropriately translate the items.

   The booklet has various statements with five answering options from strongly agree to strongly disagree. The answer sheet attached with the booklet is made in such a way that the items arranged vertically belong to one dimension. A scoring of 5 (applies), 4 (applies somewhat), 3 (neutral, not sure), 2 (not reality), 1 (does not apply) is given. Later, the added score on the various vertical column a, b, c, d, e gives the raw score on these dimensions respectively. For example, the score on the democratic dimension is the addition of item no's 4, 9, 17, 21, 29, 35, 40. The higher the score, the higher is the parenting style.

Psycho-social Variables:
Several psycho-social variables could be studied, but as all those variables could not be studied as a short span of a study, of these the following psychosocial variables were selected, Social Maturity, General Anxiety, and Self Concept.
Vineland Social Maturity Scale: Social maturity indicates to what extent the child comfortably maintains social relations and take to interpersonal interaction. The social maturity of the children was measured by using Vineland Social Maturity Scale (Malin, 1992).

The test is in a form of a checklist of various items spread across ages of 0-15 years. The scale provides a definite and detailed performance in respect to which children show a progressive capacity for looking after themselves and for participating in those activities which lead towards ultimate independence as adults. The items of the scale are arranged in order of increasing difficulty. Early age levels of the scale are more heavily weighted with self-half items, while the adult levels involve primarily the self-direction, occupation and socialization items. Answers to the questions are elicited and scored during a semi-structured interview with a parent or another person who is well acquainted with the child? The items are designed to evaluate the subject's usual behaviour and not necessarily his best effort, as is sought in intelligence testing. Basal and ceiling ages are established and a social age (SA) is obtained by adding accredits to the basal figure. A social quotient (SQ) is calculated by dividing SA by life age (LA or CA) and multiplying the quotient by 100.

General Anxiety Scale: General Anxiety is defined as unreasonable faculty and apprehension about something bad, unpleasant. It becomes difficult to measure the level of a child's anxiety, because of his/her lack of repressibility. The anxiety of the children was measured by the GASC developed by Anil Kumar (1971) for use with school and college students of India. This test form has scoring of 5 (applies), 4 (applies somewhat), 3 (neutral, not sure), 2 (not reality), 1 (does not apply) types.

Self-Concept: Self-concept is an idea which a person has about himself, his abilities, his behaviour, his feeling etc., The Self Concept inventory by Raj Kumar (1971) studies the concept, the child has about himself in general. The self-concept inventory provides information about the concept of self in six areas. 1. Physical, 2. Social, 3. Intellectual, 4. Moral, 5. Educational and Temperamental. The total on these dimensions gives a total self-concept score.

The respondent is provided with five alternatives to give his responses ranging from most acceptable to the least acceptable description of his self-concept. The alternatives or responses are arranged in such a way that the scoring system for all the items will remain the same i.e., 5, 4, 3, 2, 1 whether the items are positive or negative. If the respondent put a right mark for the first alternative the score is 5, for the second alternative the score is 4, for the third alternative score is 3, for the fourth it is 2 and for the fifth and last alternative the score is one. The summated score of all the forty-eight items provides the total self-concept score of an individual. A high score on this inventory indicates a higher self-concept in that dimension and vice-versa.

Selection of the Sample
The sample consisted of school children and their parents. The sample was chosen from the Urban, Rural and Tribal Areas from Telugu Medium Government Educational Institutions. Boys and Girls of 11 to 16 years were selected randomly from the 6th and 10th classes. Their parents were also included in the sample. From the list of students,

the students were selected using odd numbers. In the Urban Area, a total of 100 children (50 boys and 50 girls) from the 6th and 10th classes were chosen. Similarly in Rural Areas, a total of 100 children (50 boys and 50 girls) from the 6th and 10th class, and in the Tribal Area 100 children (50 boys and 50 girls) from the 6th and 10th class were chosen. The parents of these children were also included in the parent population. The final sample consisted of 300 students (150 boys and 150 girls) and their parents. The study confined to the Adilabad district of Telangana state.

Procedure

The sample was selected from primary schools of Urban, Rural and Tribal areas. The School Head Masters were approached and their permission was obtained and the students were selected randomly from their school registers. The Residential Addresses of these students were taken and their parents were contacted individually at their homes. The purpose of the study was explained to them and their cooperation was solicited and then the parents who agreed to their cooperation were selected.

Procedure for the selection of the Parent Sample

The parent version of the CPPS was administered to them individually. As mentioned earlier the questionnaire was translated into Telugu for the parents who had difficulty in reading or understanding English. The Telugu version of the CPPS was given.

In the urban setting the parents were given about their child, please tick right mark whichever suits behaviour and there was no time limit.

In the rural and tribal setting when the parents were illiterate the items were read out in Telugu and their responses were taken down. Thus, the test was conducted in the urban, rural and tribal areas for the 600 parents (300 Mothers and 300 Fathers) and the responses of the parents were taken down.

Procedure for the selection of the Student Sample

The students of the same parents were gathered and made to seated comfortably in a classroom. As there were altogether five tests, the testing was conducted in 4 to 5 sessions. Some tests were administered individually, whereas others were administered in a group setting. A detailed procedure for each of these tests is given below. The completed questionnaire was later collected and analysed.

Social Maturity

This test was administered as an individual test. The child and the mother were made to sit in a room, a rapport was established. The 'Vineland Social Maturity' test which is in a checklist form was administered to the child along with his/her mother. One age level below the child's chronological age was selected and the items were checked from the child, only when the child could not answer, the mother's answer was taken as supplementary in this way, the item at higher age levels was checked (for right or wrong)

till the child failed on all the items of anyone age level then the test was concluded and the checklist was collected.

DATA ANALYSIS

In a study of this nature not only the collection of pertinent data is just sufficient but the data collected so is to be analysed keeping in view the formulated hypotheses of the study. Then only it is possible to draw meaningful conclusions out of the study. The data collected from the various tests were checked for their completeness and only the fully completed sheets were selected. The data thus received was analysed by calculating means, standard deviations.

Later other refined statistics like chi-square, stepwise regression and multiple correlations were used. Keeping in view the nature of the data collected and the questions to be answered in the study, the researcher in consultation with the experts in the field, of statistics decided to put the data in excel format. The data were analysed and interpreted in terms of:

Descriptive Analysis: It includes a comparison of measures of central tendency such as the mean and measures of variability such as standard deviation. The calculated values are used to describe the properties of the different sub-samples.

FINDINGS OF THE STUDY

1. It is observed that the first birth order is found about 41.33% are secondary child followed by first and third i.e., 36.66% and 22.00% respectively.
2. the majority of the parents have belonged to the age group 41-50 years (37.50%) followed by the age group 31-40 (33.33%) and 21-30 years (29.16%) respectively.
3. 44.66% of parents have school education followed by intermediate education (24.33%), under graduation (16%), post-graduation (3.5%) respectively. while of the parents, 19.5% are found as illiterates.
4. out of the total parents, 34.33% are found labourers, 26.16% are engaging in agricultural activities, 16.16% are working as private employees, 11.16% are self-employees, 5.5% are doing business.
5. Among the parents, 80.83% are nuclear families of which 40.98% are found from an urban area, 32.78% from a rural area and 26.22% from a tribal area.
6. 53.66% of parents are earning below Rs. 60000 followed by 20% are between Rs. 60001 and 1 lakh, 15.5% are between 1 lakh to 125000 rupees, 10.83% are between Rs. 125001 – 150000 respectively.
7. The majority of the parents' earnings are found below Rs. 60000 of which 38.81% were found from the tribal area, 31.05% from a rural area and 30.12% from urban area.
8. Mothers and fathers of the present sample were equal and low on the dimension of rejection.

9. Mothers and fathers of the present sample were found to be slightly more 'autocratic' towards daughters than towards sons.
10. Urban parents were more democratic, autocratic, accepting, overprotective and over-demanding towards their daughter followed by rural and lastly by tribal fathers.
11. Urban parents were more democratic, accepting followed by rural and lastly by tribal parents. tribal mothers were less on rejection, overprotecting and over-demanding than their counterpart's same trend urban parents were more overprotecting towards their daughters, followed by rural and lastly by rural parents.
12. Urban children on the whole were higher (about 50 points) in their mental age than rural and tribal children.
13. Boys were higher in their mental age than girls.
14. Rural children were more socially mature followed by urban and lastly by tribal children.
15. Boys and girls exhibited adequate social skills irrespective of their belonging to the urban, rural or tribal background.
16. Children from urban, rural and tribal backgrounds were found to be similar in their anxiety level.
17. Girls on the whole were found to be high on anxiety than boys.
18. In this urban child were high on overall self-concept and its social, temperamental, educational, moral and intellectual dimensions, followed by tribal and lastly by rural children.
19. Urban children were the higher concept of the intellectual dimension more than rural and tribal areas.
20. Boys were better in their overall self-concept and the dimension of the moral concept of self than girls and girls were better in the physical concept of self than boys
21. Rural and tribal children seem to have realistic aspirations when compared to urban children.
22. Boys and girls both nurtured unrealistic aspirations but girls showed more percentage of an unrealistic aspiration than boys.
23. Girls of the present sample showed more goal discrepancy than boys and boys showed less attainment discrepancy than girls. Also, girls showed maximum 'fear of failure' and boys were higher on 'risk taking' and were found higher on 'ready to take the risk'.
24. There is no significant difference between nuclear and joint families in their perception.
25. There is no significant difference between students whose parents are employed in different sectors in their perception.
26. There is no significant difference between males and females found in their perception of the extent of parental encouragement.

27. There is no significant difference found between rural and urban students in their perception of parental encouragement.
28. There is no significant difference between Nuclear and Joint family students in their perception of the extent of parental encouragement.
29. There is no significant difference in the perception of the extent of parental encouragement among the students concerning the level of parental education.
30. There is a significant difference between the rural, urban and tribal students in their level of power need.
31. The study explores that student do not differ significantly in their preferences of values.
32. There is no significant difference between students coming from nuclear and joint families in their moral values.
33. There is no significant difference between students regarding emotional behaviour.
34. There is no significant difference between students regarding parental care
35. There is no significant difference between students regarding social maturity.
36. There is no significant difference between students regarding the general anxiety scale.
37. There is no significant difference between students regarding self-concept.
38. There is no significant difference between students regarding social maturity.

RECOMMENDATIONS

1. The finding of the result will be guidelines for the parents of adolescents to provide a supportive learning environment for their academic progress.
2. The finding of the result will be helpful for the teachers who are teaching the adolescent to take care of the development of appropriate interpersonal skills.
3. The findings of the result provide guidelines for the parents that they should develop students' positive health, education and emotional to the maximum extent.
4. The interpersonal behaviour of the parents should be such type, so that positive secure relationship of the students is maintained.
5. The students should be encouraged by their parents towards their studies so that they can have higher degrees.
6. The parent should come to school regularly and periodically to know the well beings of their children; it reinforces the view in the child's mind that school and home are connected and that school is an integral part of the whole family's life.
7. As the child grows his needs, concerns, interests, motives, values and aims also change so that the parents should encourage their children.
8. Proper motivation should be provided to the children by their parents so that to be better in their academics.

9. The parent should be friendly so that the children can share their school problems with them and they can find their solution.
10. The over-ambitious attitude of parents affects academic achievement thus parents should not curb students' innate interest and potential.
11. Guidance services should be provided to parents as well as students related to their problems to enhance their academic achievements.
12. There should be healthy interaction between students and teachers and parents so that they can share their ideas, views with each other.
13. The need for achievement is the need that drives a person to work and even struggle for the objective that one wants to achieve. People who possess high achievement needs are those who always work to excel by particularly avoiding low reward low risk situations and difficult to achieve high-risk situations. Such people avoid low-risk situations because of the lack of a real challenge and their understanding that such achievement is not genuine. They also avoid high-risk situations because they perceive and understand it to be more about luck and chance and not about one's effort. The more achievements they make the higher their performance because of higher levels of motivation. These people find innovative clever ways to achieve goals and consider their achievement a better reward than financial ones. They take calculated decision and always appreciate feedback and usually works alone. The individuals motivated by needs for achievement usually have a strong desire of setting up difficult objectives and accomplish them. Their preference is to work in a results-oriented work environment and always appreciate any feedback on their work. Achievement based individuals take calculated risks to reach their goals and may circumvent both high-risk and low-risk situations. Low-risk situations are seen as too easy to be valid and high-risk situations are seen as based more on the luck of the situation rather than the achievements the individuals made. They often prefer working alone. This personality type believes in a hierarchical structure derived primarily by work-based achievement. They are motivated by accomplishment in the workplace and an employment hierarchy with promotional positions.
14. Debates, seminars, symposia, conferences and workshops connected with ethical and moral skills should be organized frequently for in-service teachers.
15. The self-science curriculum should play a significant role in the pre-service teacher education
16. More weightage should be given to the personality traits of the teachers while selecting them for the best teacher award.

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