# Academic Achievement Of Parentally Accepted And Rejected Boys And Girls- A Comparative Study"

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## ABSTRACT

The present study was to find out the academic achievement of parentally accepted and rejected boys and girls. For the purpose of identification of parentally accepted and rejected boys and girls, Parental Acceptance-Rejection Questionnaire (PARQ) Adolescent Form were administered to 400 adolescents (200 boys and 200 girls) of 11th and 12th classes were selected by random sampling technique.  The score obtained by the sample subjects were arranged in descending order and extreme group technique were applied on the total sample from which upper 27% sample subjects who had high scores on adolescent PARQ were labeled as parentally rejected sample subjects and lower 27% sample subjects who had low scores on adolescents PARQ were termed as parentally accepted subjects. Out of 400 sample subject only 216 were considered as a final sample for the present study (108 in each group) in which 54 adolescent students were parentally accepted and rejected boys and 54 adolescent students were parentally accepted and rejected girls. Academic Achievement of the Secondary school  students was taken as aggregate marks which they have obtained in their previous two year examinations.

**Key Words** : Academic Achievement, Parentally Accepted and Rejected boys and girls

## INTRDODUCTION

Education is vital for the growth of any country, it takes ages to make a nation into a developed country and a prosperous one; this cannot be achieved without education. There is always a new challenge as we take the second breath. Newer and newer inventions and discoveries have taught the man to have more and more control over nature. It has become a matter of growing national debate, the need for education continues to grow and it is evident from the increasing investment in educational sector. Education aims at human development. It enriches life by increasing the power and inclination to reason.  It pervades our life from cradle to grave. Education has always been associated with providing a better quality of life for human beings.

The physiology of emotion is closely linked to arousal of the nervous system with various states and strengths of arousal relating, apparently, to particular emotions. Although those acting primarily on emotion may seem as if they are not thinking, cognition is an important aspect of emotion, particularly the interpretation of events.

Academic achievement is made up of two words- academic and achievement. The term academic has been derived from word academy. The meaning of academy is a school where special types of instructions are imparted. Achievement is synonymous with the accomplishment or proficiency of performance in given skills or body of knowledge. Academic achievement refers to level of success or proficiency attained in some specific area concerning scholastic or academic work. Achievement is one of the most important goals of education. It's measurement encourages the students work hard.

Academic achievement may be defined as the competence of students shown in schools subjects for whom they have taken instruction. Scores for grades assigned to the students on the basis of their performance in the achievement test determine the status of pupil classroom. Achievement is knowledge obtain or skill development in school objects usually designated by test scores by marks assigned by the teachers. This may be expressed as amount of knowledge gained by students in different subjects of study.

Academic achievement is one of the important cases of education. In case of students we judge their knowledge attainment and skills acquired in school subjects which are assessed by the authorities. With the help of examination which can be teacher made or standardized tests. Academic achievement can be measure with the help of tests-verbal or written

Academic achievement refers to the knowledge obtained and skills developed in the school subjects. Sinha, D., (1970).

The basic factor in child development is the social relationships and among all social relationships, the relationship between parents and child is very crucial one.

In the developmental process of child, a majority of parents feel that the youth years are the most difficult ones for child rearing. Youth is a period of physical and psychological maturity, when an individual is expected to establish his or her own identity and to develop necessary skills for socially responsible behaviour. It is also a period of heightened emotionality that they feel the emotions in a stronger and more persistent manner. The youths transition to adulthood can be a smooth process facilitated by the guidance of securing, nurturing and understanding parents in an emotionally conducive environment (Erickson,1968). A family where emotional bonding and communication between youth and parents are adequate with clear behavioural standards, then youths can become emotionally competent, responsible, independent, confident and socially competent (Goleman, 1995).

Parenting is the style of child upbringing refers to a privilege of responsibility of mother and father, together or independently to prepare the child for society and culture, which provides ample opportunity to a child to find roots, continuity and a sense of belonging (Sirohi and Chauhan, 1991) and also serves as an effective agent of socialization. Though parenting, as a perception of the parents of their own attitude towards the child, happens to be of great significance in the dynamics of behaviour for socio-psychological researches, but how child perceives his/her parenting always remains a neglected phase of researches and should be

deemed most important as he is the one whose process of socialization stands for furtherance (Bharadwaj, 1996). Individual experiences not only help in making the sense of self identity and self ideal but may also lead him to perceive, think and act in a self directed manner. So, it appears that child's perception of parental attitude towards himself should be of great concern in the dynamics of behaviour and may open new avenues of research for deeper probe in the domain of parent-child relationship.

Rejection of parents manifests itself in interpersonal relationships in direct ways, when the child has to face excessive criticism, invidious comparison, harsh and inconsistent punishment by both or either of the parents in his upbringing. Rejection of parents may also evince itself in physical neglect, denial of love and affection, lack of interest in his activities and failure to spend time with him.

On the other hand parental acceptance implies an attitude of love for the child. The accepting parent puts the child in a position of importance in the home and develops a relationship of emotional warmth. Parental acceptance encourages the child and makes itself apparent in receptive or positive attitude towards the child's idea and judgment, worthiness and capability, love and affection and admiration along with adequate attention towards him

The study was undertaken with the following objectives:

1. To study academic achievement of parentally accepted and rejected boys and girls.
2. To compare parentally accepted and rejected boys and girls on academic achievement.
3. To compare parentally accepted and rejected boys on academic achievement.
4. To compare parentally accepted and rejected girls on academic achievement.

**HYPOTHESES**

Keeping in view the above objectives following hypotheses were framed for testing:

1. Parentally accepted and rejected boys and girls differ significantly on academic achievement.
2. Parentally accepted and rejected boys differ significantly on academic achievement.
3. Parentally accepted and rejected girls differ significantly on academic achievement.

**OPERATIONAL DEFINITION OF VARIABLES**

The operational definition of variables is as under:

**Parentally Accepted Rejected Children:** Parentally accepted and rejected boys and girls in the proposed study shall refer to the scores on parental acceptance rejection Questionnaire of Rohner's (PARQ) 1978

**Academic Achievement:** Academic Achievement in the proposed study shall refer to average aggregate marks of results of previous two exams of the subjects.

**METHOD AND DESIGN**

The present study was designed to compare parentally accepted and rejected boys and girls on academic achievements of adolescents. The investigator has used descriptive method of research. The details regarding sample, tools and statistical analysis has been reported as:

**SAMPLE**

For the purpose of identification of parentally accepted and rejected boys and girls, Parental Acceptance-Rejection Questionnaire (PARQ) Adolescent Form were administered to 400 adolescents (200 boys and 200 girls) of 11th and 12th classes were selected by random sampling technique. The score obtained by the sample subjects were arranged in descending order and extreme group technique were applied on the total sample from which upper 27% sample subjects who had high scores on adolescent PARQ were labeled as parentally rejected sample subjects and lower 27% sample subjects who had low scores on adolescents PARQ were termed as parentally accepted subjects. Out of 400 sample subject only 216 were considered as a final sample for the present study (108 in each group) in which 54 adolescent students were parentally accepted and rejected boys and 54 adolescent students were parentally accepted and rejected girls.

The distribution of sample shall be as under:

| | Boys | Girls | Total |
|---|---|---|---|
| Upper Group (Parentally Accepted) | 54 | 54 | 108 |
| Lower Group (Parentally Rejected) | 54 | 54 | 108 |
| **Total** | **108** | **108** | **216** |

**Tools to be used:** The following tools were used in order to collect the data:

1. **Rohner's Parental Acceptance Rejection Questionnaire** (PARQ), 1978, were used to identify the parentally accepted and rejected boys and girls. It consists of four dimensions viz: (a) Affection/Warmth, (b) Aggression/Hostility, (c) Indifference/Negligence & (d) Undifferentiated / Rejection.
2. **Academic Achievement:** For measurement of Academic Achievement investigator has taken the average aggregate marks of results of previous two exams.

**STATISTICAL ANALYSIS**

For analysis of the data the researcher shall use:

- Percentage
- Mean
- S.D
- 't'-test

**MAJOR FINDINGS**

The major findings of the study were followed as under:

1. It was found that (9.30%) parentally accepted boys and girls were distinction holders, (29.60%) were $1^{st}$ position holders and $2^{nd}$ position holders and (31.50%) were $3^{rd}$ position holders. In case of parentally rejected boys and girls (3.70%) were distinction holders. (5.6%) were $1^{st}$ position holders, (36.1%) were $2^{nd}$ position holders and (54.62%) were $3^{rd}$ position holders.
2. It was found that (11.10%) parentally accepted boys were distinction holders, (35.20%) were $1^{st}$ position holders (22.20%) were $2^{nd}$ position holders and (31.50%) were $3^{rd}$ position holders. In case of parentally rejected boys (3.70%) were distinction holders (11.11%) were $1^{st}$ position holders, (35.19%) were $2^{nd}$ position holders and (50%) were $3^{rd}$ position holders.
3. It was that (7.40%) parentally accepted girls were distinction holders, (24.10%) were $1^{st}$ position holders, (37.0%) were $2^{nd}$ position holders and (31.50%) were $3^{rd}$ position holders. In case of parentally rejected girls (1.85%) were distinction holders, (3.70%) were $1^{st}$ position holders, (37%) were $2^{nd}$ position holders and (55.55%) $3^{rd}$ position holders.
4. It was found that there is a significant difference between parentally accepted and parentally rejected boys and girls on Academic Achievements and is significant at 0.01 level. The results further showed that mean favours parentally accepted boys and girls on Academic Achievements, therefore parentally accepted boys and girls showed high academic achievements than the parentally rejected boys and girls on academic achievements.
5. It was found that that there is insignificant difference between parentally Accepted Boys and Girls on Academic Achievement.
6. It was found that there is insignificant difference between parentally rejected Boys and Girls on Academic Achievement.

7. It was found that there is a significant difference between parentally accepted and parentally rejected boys on Academic Achievements and is significant at 0.01 level. The results further showed that mean favours parentally accepted boys on Academic Achievements, therefore parentally accepted boys have high Academic Achievements than the parentally rejected boys.

8. It was found that there is a significant difference between parentally accepted and parentally rejected girls on Academic Achievements and is significant at 0.01 level. The results further showed that mean favours parentally accepted girls on Academic Achievements, therefore parentally accepted girls have high academic achievements than the parentally rejected girls.

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