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PARENTAL ACCEPTANCE- REJECTION IN RELATION TO CLASSROOM ACHIEVEMENT AMONG UPPER PRIMARY STUDENTS

Sangeeta Sharma[1], Dr. Aysha Begum[2]
[1]Research Scholar, Department of Psychology, St. John's College, Agra, Dr. Bhimrao Ambedkar University, Agra
[2]Assistant Professor, Department of Psychology, St. John's College, Agra

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ABSTRACT

The present study examined the relationship of parental acceptance (warmth/affection) and rejection (hostility/aggression, indifference/neglect, undifferentiated rejection) with classroom achievement among upper primary students. Data were collected from 100 students of class 6th and 7th from various schools of Agra, Uttar Pradesh. Indian adaptation of Parental Acceptance-Rejection Questionnaire (child form) by Prakash and Bhargava (1997) and General Classroom Achievement Test (GCAT) developed by Singh and Gupta (2005) for Class 6th and 7th were used. Pearson product-moment coefficient of correlation and Multiple Regression Analysis were used for analysing data. The result revealed that warmth/ affection was significant positively correlated with classroom achievement where as hostility/aggression, indifference/neglect and undifferentiated rejection were significantly negatively correlated with classroom achievement. Hostile/aggression, indifference/neglect and undifferentiated rejection significantly negatively correlated with warmth/ affection. There was a significant positive correlation of indifference/neglect and undifferentiated rejection with hostile/aggression. There were also a positive relationship between indifference/negligence and undifferentiated rejection. The result also reveals that parental acceptance-rejection contributes in determination of classroom achievement among upper primary students.

KEYWORDS: *Parental acceptance-rejection, classroom achievement, warmth/affection, hostility/aggression, indifference/neglect, undifferentiated rejection*

INTRODUCTION

Parental behaviour plays a crucial role in shaping student's academic functioning, particularly during upper primary classes when cognitive, social, emotional, and motivational demands increase. While school related factors such as curriculum and teaching quality contribute to students' academic functioning, but family environment remains one of the most influential contexts affecting classroom achievements. Classroom achievement refers to the students' evaluation of performance in classroom or on an examination. Achievement that is in school subject is completely learnt by conscious efforts (Kuppuswamy, 1974).The feeling of achievement brings enthusiasm, joy and happiness. It can be improved if parents as well as teachers provide emotional support and value education. Parent-child relationship has been constantly identified as a key determinant of children's emotional wellbeing, motivation and academic success. One of the most important evidence-based theories explains parent-child relationship is Parental Acceptance-Rejection Theory (PARTheory).

PARTheory, is a theory of socialization explains the main causes, outcomes, and correlates of parental acceptance and rejection in the US and around the world (Rohner, 2001, 2004; Rohner et al. 2015).Parental acceptance is known as love, attachment, care, support, nurturance by parents towards their children. Whereas, parental rejection is referred as lack or withdrawal of warmth, love, care, nurturance by parents towards their children. PARTheory defined four dimensions of parental acceptance/rejection.The first-dimension warmth/ affection is considered as parental acceptance where as other three dimensions i.e. hostility/aggression, indifference/neglect, undifferentiated rejection is considered as parental rejection. Warmth/affection is a positive behaviour by parents towards their children such as love, care, support and closeness. Hostility/aggression is an awful act by parents towards their children intends to hurt physically or mentally, such as punching, kicking, abusing and insulting. Indifference/neglect is considered as lack of care, love, affection, support and not providing necessary things to children where as undifferentiated rejection is the sense or feeling by the children that their parents, don't truly love or care for them, without necessarily having any concrete proof that they are cold/unaffectionate, hostile/violent, indifference/neglecting. Thus, Parental-Acceptance Rejection Theory asserts that parental acceptance can improve academic performance whereas; parental rejection consistently has a deleterious impact on children's and adults' behavioural functioning and psychological adjustment. Positive parenting behaviours like; warmth, love, support, care, belongingness improve classroom achievement. On the other hand, negative parenting such as detachment, carelessness, aggression, hostility, neglecting a child cause a deleterious impact on academic achievement.

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Makkar (2025) investigated the relationship between parental involvement and student achievement among 320 students of class 9th and 10th from five Govt. schools of Amritsar. The result showed that parent' higher expectations with their children and having regular communication with teachers were the most significant predictors of achievement in students. Similarly, Rathee and Kumari (2022) found a significant positive correlation of parent-child relationship with academic achievement of secondary school students and found that female students have more praising relationship with their parents than male students. Another study by Sultana, Rkhshanda and Rabeasani (2022) revealed that parental acceptance had a positive association with academic success, coping abilities and well-being of adolescents. Study also found that parental rejected adolescents scored low in emotional intelligence, had an impact on their personalities. Effects of positive- parent child relationship helps in managing academic stress by providing parental support and alleviating concerns of loneliness in managing crisis (Anagha & Aparna, 2021). Another research conducted by Kavitha, Yashoda and Banu (2019) focused on Parent Child Relationship of rural mothers and father with their young children and found that education of parent, facilities, agricultural land and available housing land was the significant contributor for good parent-child relationship. Furthermore, Sultana et al.(2018) investigated that there was a significant negative correlation of parental acceptance and rejection with academic expectation stress and with academic achievement. They also found academic achievement was higher in females than males. Another important finding reported by Putnick et al. (2015) by conducting a longitudinal study on 1243 families of nine countries, that higher perceived parental rejection negatively predicted academic performance of students over 3-year period of time. Also, the pattern was observed similar across the countries for both mother and father. Regardless of the fact that parenting is a crucial factor affecting child's overall development, there is lack of studies how parental acceptance and rejection is associated with classroom achievement. Therefore, researchers are inquisitive to understand the association between parental acceptance-rejection and classroom achievement among upper primary students.

METHOD

AIM

To study the relationship and relative contribution of parental acceptance-rejection and classroom achievement among upper primary students.

OBJECTIVES

- To study the relationship between parental acceptance-rejection and classroom achievement among upper primary students.
- To study the contribution of parental acceptance-rejection in determination of classroom achievement.

HYPOTHESES

1. There will be a significant positive relationship between warmth/affection and classroom achievement among upper primary students.
2. There will be a significant negative relationship of hostile/aggression, indifference/neglect, and undifferentiated rejection with classroom achievement among upper primary students.
3. There will be a significant negative relationship of hostile/aggression, indifference/neglect and undifferentiated rejection with warmth/affection among upper primary students.
4. There will be a significant positive relationship of indifference/negligence and undifferentiated rejection with hostile/aggression among upper primary students.
5. There will be a significant positive relationship between indifference/negligence and undifferentiated rejection among upper primary students.
6. Parental acceptance-rejection will contribute in determination of classroom achievement among upper primary students.

VARIABLES

Criterion Variable

- Classroom Achievement

Predictive Variables

- Warmth/Affection
- Hostile/aggression,
- Indifference/negligence
- Undifferentiated rejection

SAMPLE

The sample of the present study was 100 (50 boys and 50 girls) of class 6th and 7th between the age range of 10 to 14 years were taken by using random sampling technique from schools of Agra, Uttar Pradesh.

Inclusion Criteria

- Class 6thand 7thstudents were included in the study.
- Students with the age range of 10 to 14 years were included in the study.

Exclusion Criteria

- The students below class 6th and above 7th were excluded.
- The students who are below 10 years and above 14 years of age were excluded.

TOOLS

- **Parental Acceptance and Rejection Questionnaire** (child form) by Prakash and Bhargava (1997) were used. The scale consists 60 items with four point rating scale. The scale was divided into four subscales-warmth/affection, hostile/ aggression, indifference/ neglect, and undifferentiated rejection. The reliability of acceptance scale is 0.86 and rejection scale is 0.82 and the validity of the scale is 0.90.
- **General Classroom Achievement Test (GCAT)** by Singh and Gupta (2005) for Class 6th and 7thwas used. The scale consists of 77 items. Test retest reliability for class 6th is 0.821 and for class 7th is 0.782 and split half reliability for class 6th is 0.782 and for class 7this 0.754. The scale has good content validity.

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DATA ANALYSIS AND INTERPRETATION

Correlational Research Design was used to study the relationship between parental-acceptance rejection and classroom achievement among 6th and 7th class students. Data was analysed by using Pearson Product Moment Coefficient of Correlation and Multiple Regression Analysis to estimate the relative contribution of each predictor variables (warmth/ Affection, hostile/aggression, indifference/neglect and undifferentiated rejection) in determination of criterion variable (Classroom achievement).

Table 1: Descriptive statistics and correlation

	MEAN	SD	Warmth/ Affection	Hostility/ Aggression	Indifference/ Neglect	Undifferentiated Rejection	Classroom Achievement
Warmth/ Affection	32.91	8.11	1	-0.144	-0.033	-0.163	0.358**
Hostility/ Aggression	30.54	8.77	-0.144	1	0.594**	0.400**	-0.317**
Indifference/ Neglect	27.54	8.51	-0.033	0.594**	1	0.484**	-0.344**
Undifferentiated Rejection	23.95	7.16	-0.163	0.400**	0.484**	1	-0.359**
Classroom Achievement	56.54	14.66	0.358**	-0.317**	-0.344**	-0.359**	1

**p < 0.01

Relationship between warmth/affection and classroom achievement: The correlation matrix (Table 1) indicates that the warmth/affection and classroom achievement is positively correlated and found significant (r= 0.358, p< 0.01). Thus, parental warmth/affection is positively associated with classroom achievement. So, the first hypothesis which stated that 'There will be a significant positive relationship between warmth/affection and classroom achievement among upper primary students' is accepted.

Relationship of hostile/aggression, indifference/neglect and undifferentiated rejection with classroom achievement: The correlation matrix (Table 1) shows that there is a significant negative correlation of hostile/aggression and classroom achievement (r= -0.317, p< 0.01), indifference/neglect and classroom achievement (r= -0.344, p < 0.01), and undifferentiated rejection and classroom achievement (r= -0.359, < 0.01). Hostility/aggression, indifference/neglect, and undifferentiated rejection is negatively associated with classroom achievement. So, the second hypothesis which stated that 'There will be a significant negative relationship of hostile/aggression, indifference/neglect, undifferentiated rejection with classroom achievement among upper primary students' is accepted.

Relationship of hostile/aggression, indifference/neglect and undifferentiated rejection with warmth/affection: The correlation matrix (Table 1) indicates that there is a negative and not significant correlation between hostility/aggression and warmth/affection (r= -0.144, p >0.01), indifference/neglect and warmth/affection (r = -0.033, p > 0.01) and undifferentiated rejection and warmth/affection. (r= -0.163, p >0.01). Thus, the third hypothesis 'There will be a significant negative relationship of hostile/aggression, indifference/neglect and undifferentiated rejection with warmth/affection among upper primary students' is not accepted.

Relationship of indifference/neglect and undifferentiated rejection with hostile/aggression: The correlation matrix (Table 1) revealed that there is a significant positive correlation between indifference/neglect and hostile/aggression (r= 0.594, p< 0.01), and undifferentiated rejection and hostile/aggression (r= 0.400, p < 0.01). Thus, the fourth hypothesis which stated that 'there will be a significant positive relationship between indifference/negligence and undifferentiated rejection with hostile/aggression among upper primary students" is accepted.

Relationship of indifference/neglect and undifferentiated rejection: The correlation matrix (Table 1) also revealed that there is significant positive correlation between indifference/neglect and hostile/aggression (r= 0.484, p< 0.01). Thus, the fifth hypothesis which stated that 'there will be a significant positive relationship between indifference/negligence and undifferentiated rejection among upper primary students" is accepted.

Table 2: Multiple Regression Analysis for Classroom Achievement

R	0.518
R square	0.268
Adjusted R square	0.237
Standard Error	12.807
Observations (N)	100

For interpretation the results obtained from Multiple Regression Analysis, the variance caused by the combined effect of the predictor variables is seen by obtained value of R square=0.268 as shown in Table 2, which means that about 26.8% of contribution is jointly accounted by the predictor variables(warmth/affection,hostile/aggression,indifference/neglect and undifferentiated rejection) in causing variance in the

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criterion variable i.e. classroom achievement. The remaining variation of 73.2% is due to other factors.

Table 3: Showing the F-value for Classroom Achievement

Model	Sum of Squares	*df*	Mean Square	F
Regression	5708.744	4	1427.186	8.701**
Residual	15582.096	95	164.022	
Total	21290.840	99		

**p <0.01

Table 3 indicates the value of F=8.701, which is significant at p<0.01 level, indicating that there is a significant contribution of all the predictor variables in determination of classroom achievement.

Table 4: Regression Coefficients of Predictor Variables for Classroom Achievement

Name of Variables	B	Std. Error	β	t	p	r	Coefficients of Determination
Warmth/Affection	0.586	0.171	0.324	3.42	0.001	0.358	0.116
Hostile/Aggression	-0.122	0.187	-0.073	-0.653	0.515	-0.317	0.023
Indifference/Neglect	-0.441	0.206	-0.256	-2.13	0.035	-0.344	0.088
Undifferentiated rejection	-0.233	0.22	-0.114	-1.06	0.292	-0.359	0.041
Constant	58.709						

**p <0.01

All the predictor variables (warmth/affection, hostile/aggression, indifference/neglect and undifferentiated rejection) has accounted for 26.8% of the contribution in determining classroom achievement. A careful study of regression equation reveals that warmth/affection, hostile/aggression, indifference/neglect and undifferentiated rejection has accounted for 11.6%, 2.3%, 8.8% and 4.1% respectively in determination of classroom achievement. The contribution of warmth/affection is higher in comparison to hostile/aggression, indifference/neglect and undifferentiated rejection. The regression coefficient of (b value) of warmth/affection is 0.586. Thus, one unit increment in warmth/affection would create 0.586 unit increment in classroom achievement. The regression coefficient of (b value) of hostile/aggression is -0.122. Thus, one unit increment in hostile/aggression would create 0.122 unit decrement in classroom achievement. The regression coefficient of (b value) of indifference/neglect is -0.441. Thus, one unit increment in indifference/neglect would create 0.441 unit decrement in classroom achievement. The regression coefficient of (b value) of undifferentiated rejection is -0.233. Thus, one unit increment in undifferentiated rejection would create 0.233 unit decrement in classroom achievement. Therefore, fifth hypothesis "Parental acceptance-rejection will contribute in determination of classroom achievement among upper primary students" is accepted.

DISCUSSION

The present study focuses on parental acceptance-rejection in relation to classroom achievement among upper primary students. The parental acceptance that i.e. warmth / acceptance had significant positive relationship with classroom achievement. The similar findings were reported by the Parmar and Nathans (2022), who studied sample of seventh to tenth grade students of North India, found parental warmth as significant predictor of academic achievement. Starkey (1980) conducted a study on children and reported similar findings that there is a positive association between perceived parental acceptance and academic performance. Uddin (2011) found that both maternal and paternal warmth is positively related to academic achievement among class 6th, 7th and 8th class students. Empirical evidence supported as parental acceptance has been found to be positively associated with children's psychological adjustment and academic functioning (Rohner, 2004; Khaleque & Rohner, 2012). Furthermore, Hill and Tyson (2009) also investigated that supportive parental behaviour is significantly related to students' academic achievement. The parental rejection i.e. hostile/ aggression, indifference/neglect and undifferentiated rejection had negative significant relationship with classroom achievement. The similar findings were reported by Kendall-Tackett and Eckenrode(1996)who found that parental neglected children had lower grades than those who were parental accepted even after controlling the socio-economic status and gender. Betsur (2023) found that the positive parenting behavior such as protection, symbolic reward and loving were significantly positively related with academic achievement and negative parenting behavior like symbolic punishment, object punishment, and neglecting was negatively correlated with academic achievement of the adolescent. In the same way Rante and Falte(2018) investigated that parentalwarmth/affection,hostility/aggression, indifference/neglect, undifferentiated rejection was negatively correlated with academic motivation of young adults. Thus, the parental acceptance and rejection is crucial in shaping and encouraging academic and classroom success among students.

CONCLUSION

With reference to the present research it can be concluded that parental warmth was significantly positively related to classroom achievement, whereas hostility, neglect, and undifferentiated rejection showed significant negative relationship with classroom achievement. Multiple regression analysis shows that Parental warmth/affection significantly positively predicts classroom achievement, while hostile/aggression, indifference/neglect and undifferentiated rejection significantly negatively predict classroom achievement. The result highlights the importance of a

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supportive parenting environment in promoting children's classroom achievement and academic success.

LIMITATIONS AND SUGGESTIONS

- The study was conducted on a limited sample of 100 students who were taken from Agra city only. It is suggested that further study can be conducted on a larger sample and in other cities.
- The present study was conducted on a sample with the age range from 10 to 14 years and students of class 6th and 7th only. It is suggested that further study can be conducted on other age groups and classes as well.
- The sample was taken from the CBSC board school, English medium. It is suggested that further study can be conducted on other school boards well.

IMPLICATIONS OF THE STUDY

The findings indicated that parenting behaviours collectively influence classroom achievement among upper primary students, highlighting the importance of positive home emotional environment at home. Parental warmth and affection appears as positive correlates of classroom achievement enhance motivation and self confidence and active engagement in classroom activity, whereas negative parenting dimensions like hostility, neglect, and rejection were found detrimental to academic achievement and adjustment. The results suggested that there is a need to understand parents to provide affectionate and non hostile parenting practices. These results suggest that parenting programs and counselling interventions should focus on promoting supportive, affectionate, and constructive parenting practices. Schools may also strengthen parent–teacher collaboration through workshops and awareness programs to bridge the gap between home and school for holistic development and enhance students' academic outcomes. The study helps in fostering healthy, warm and accepting parent-child relationship for better academic and classroom achievement.

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