

INTELLIGENCE OF PARENTALLY ACCEPTED CHILDREN

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The main aim of this research was to study the self-concept of parentally accepted children in relation to their emotional intelligence. The study was conducted in two phases in order to identify the parentally accepted children in first phase and study their self-concept in relation to emotional intelligence in second phase by employing descriptive method. The initial sample comprised of 828 (8th class students) subjects selected randomly from Government middle and high schools of Gulab Bagh, Pattan and Sogam educational zones of Srinagar, Baramulla and Kupwara districts of Kashmir Valley respectively. Rohner's Parental Acceptance-rejection Questionnaire (PARQ) Child Form- (1978) was used to identify the parentally accepted children and after administering this questionnaire the final sample was selected which comprised of 204 parentally accepted children. Sagar Sharma's Self-concept Inventory (1972) and Emotional Intelligence Scale of Hyde, et al. (2001) was used to collect the data. The data was analyzed by using Pearson's Product moment Correlation. The results of the study reveal that parentally accepted children have high self concept as well as high emotional intelligence. Positive and significant relation was found between self-concept and emotional intelligence of parentally accepted children on composite score as well as on factor wise score of emotional intelligence.

Key words: Self-concept, Emotional Intelligence, parental acceptance

Introduction

The good home is not to be measured in terms merely of necessities, neatness, size and economic conditions. Rather, home is to be defined in terms of human relationships, love, affection and reassurance. The feedback-positive or negative that a child gets in the family for his actions determines his personality dispositions, behaviour patterns and his general orientation towards life. Parents, siblings or other family members, who ignore or punish the child without any apparent cause, usually provide a fertile ground for the child to respond back accordingly through his actions.

According to both Par theory parent's love-related (i.e., accepting-rejecting) parenting styles affect the development of offspring's mental representations about themselves and about how sensitively and reliably they can expect their caregivers to respond to their emotional needs (Bowlby, 1969; Ainsworth, 1989; Rohner, Khaleque, & Cournoyer, 2010). Casler (1961) concluded that a love relationship is important because it builds the feeling of self-respect and confidence referred to as sense of security. It gives the individual courage to meet whatever occurs in the give and take of life and permit him to utilize his experiences constructively.

A variety of personality-related studies have investigated relationships between acceptance-rejection and self-esteem (Salama, 1991; Abou-el-Kheir, 1998), self-assertiveness (Elyan, 1992), Marshall & Mazzucco, (1995) suggested that self-esteem aspect of self-concept is more connected with the mother's behavior. Kuterovac & Kerestes (1996) found