

A Study of the Effect of Family Relation (Parent's Acceptance and Rejection) of Physically Handicapped Adolescent Boys and Girls on Self – Actualisation



Archana Paliwal¹, Rahul Patel², Vaibhav Murhar³, B. Nigam⁴

¹Research Scholar, RDVV Jabalpur, Tulip 142, Signature 360, Barrai, Bhopal, Madhya Pradesh

²Assistant Professor, Govt. Autonomous Mahakoshal Arts and Commerce College, Pachpedi, South Civil Lines, Jabalpur, Madhya Pradesh

³Independent Researcher, Tulip 142, Signature 360, Barrai, Bhopal, Madhya Pradesh

⁴Retired Counselor, Govt. College of Educational Psychology and Guidance, Jabalpur (M.P), 103, Pragati Height Apartment, Guptaesher Ward, Mahanadda, Jabalpur, Madhya Pradesh

ABSTRACT: The investigation focused on effect of family relation on self - actualization of physically handicapped adolescent boys and girls. 240 boys and girls selected on the basis of family relation through multistage sampling in each group are compared through analysis of variance. Significant effect of parent child relation & personality variables is noted.

KEYWORDS: Physically Handicapped, Adolescent, Family Relations, Self-Actualization, Parenting Style, Acceptance, Rejection

I. INTRODUCTION

Adolescents with physical disabilities may face difficult challenges that negatively impact their quality of life, self-confidence, and self-esteem. Around 15% of the world's population has some form of physical disability, according to the World Health Organization, and the prevalence is predicted to rise as people age and develop chronic diseases (World Health Organization, 2021) [1]. Adolescents with disabilities may deal with social rejection, stigma, and discrimination in addition to dealing with the physical aspects of their disability (Rimmer & Chen, 2011) [2].

Adolescents with physical disabilities may experience a significant impact on their self-concept and self-actualization from their family relationships, especially in terms of parental acceptance and rejection. Self-actualization is the process through which people work to realise their full potential and find personal fulfilment (Maslow, 1943)[3]. For people with disabilities to find a sense of meaning and purpose in their lives, it is crucial for them to develop this fundamental aspect of psychological growth (Bishop & Kuhlthau, 2010)[4].

The self-actualization of adolescents with physical disabilities has been shown by research to benefit from family support, particularly parental acceptance. Parental acceptance was found to be positively correlated with self-concept, self-esteem, and overall life satisfaction among adolescents with physical disabilities, according to Bishop and Kuhlthau's (2010) research. In a similar vein, a study by Dyson and Renzaglia (2006)[5] found that parental support, such as emotional support and involvement, positively impacted adolescents with disabilities' self-concept.

However, little research has been done to examine how family relationships affect the self-actualization of adolescent boys and girls who are physically challenged. This study, which looks at the connection between parental acceptance and rejection and self-actualization in physically challenged adolescent boys and girls, aims to close this research gap. The study will investigate how these familial relationships impact the adolescents' self-concept, self-esteem, and capacity to realise their dreams.

It is essential for creating successful interventions and support systems for young people with physical disabilities to comprehend how family relationships affect their ability to realise their potential. This study will add to the body of knowledge by shedding light on how parental acceptance and rejection affect the psychological growth and wellbeing of adolescents who are physically challenged, as well as by informing strategies to enhance their quality of life.

Parenting lies in the style of child upbringing needed for procuring satisfaction to child's biogenic and socio- genic needs. Parents are expected to procure for the child, more positive and acceptable relationships for the actualization of " I am, what I will be n ". Child's autonomy is primarily a reflection of parent's dignity and autonomous being (Erickson 1968)[6]. The love and hostility seem most closely associated with child's self - confidence and rejection towards others. Parents who value and love their children are likely to develop in them a high degree of self - esteem and an attitude of trust and sociability towards others. in contrast parents

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who dislike and reject their children are likely to inculcate low self-esteem and dislike towards themselves and others. Acceptance remains an important socio - genic need and its magnitude of satisfaction influences mental peace and growth of personality (Logdon and Stout 1951)[7]. The permissiveness / restrictiveness of parents appears to be most closely related to the development in child such traits as initiative, autonomy, independence and conformity.

Parents who are extremely restrictive produce highly conforming and well – socialized children. To love hostility and restrictiveness / permissiveness, will differ in making their impact upon the cognitive development of the child. They may also differ in their effect. upon child's social and personnel development. Due to the difference in cognitive development the competence level of child will differ and this will cause differences in the performance level of the child. It is to be noted that acceptance is not 'love' or 'warmth'. Acceptance is more positive than tolerance but clearly lacks initiative in approaching others. Being rejected by parents causes physical neglect, denial of affection, lack of interest, disrespect, cruelty, and abusive treatment (Syamond 1939)[8]. Child rejection fosters insecurity, inferiority, and inadequacy. Rejection weakens ego, self-esteem, and isolation (Dhar, U. 1983)

Several studies have investigated the factors that contribute to the self-actualization of physically handicapped adolescents. Mahmoudi-Gharai et al. (2017)[9] found that parental acceptance positively influenced self-actualization in these adolescents, while O'Connor et al. (2018)[10] reported that parental rejection had a negative impact. The type of disability had no significant effect on self-actualization (Lasebae et al., 2019)[11], but positive family relationships, social support, a positive family environment, perceived control, and personal factors such as resilience, optimism, and self-efficacy were found to promote self-actualization (Chen et al., 2019; Lasebae et al., 2018; Aujla et al., 2021; Saran et al., 2017)[12]. Parenting style was also found to play an important role in promoting self-actualization in physically handicapped adolescents (Mehta and Patel, 2019; Patel and Mehta, 2020). Gender differences were observed in the relationship between family relations and self-actualization, with the relationship being stronger in girls than boys (Saatchi and Kamkar, 2012). Additionally, females scored higher in self-actualization than males (Prabha et al., 2017), and social support was positively associated with self-concept in physically handicapped adolescents (Khatib and Khatib, 2018). These findings suggest that various factors, including family relationships, social support, personal factors, and parenting style, can promote the self-actualization of physically handicapped adolescents.

The investigation presented in this paper is focused on effect of family relation on self – actualization of physically handicapped adolescent boys and girls. 240 boys and girls selected on the basis of family relation through multistage sampling in each group are compared through analysis of variance.

II. METHOD

Setting: The study was conducted in institutions for physically handicapped individuals located in the state of Madhya Pradesh, which is situated in the central region of India and comprises 53 districts. The study was conducted in physically handicapped institutions in two major districts, namely Jabalpur and Bhopal, encompassing both government and private educational institutions. The sample consisted of 800 subjects (400 boys and 400 girls) within the age range of 15-19 years. The Parental Acceptance-Rejection Questionnaire (PARQ) was administered to the sample, and different groups were formed based on the PARQ scores, including accepted and rejected boys' and girls' groups. Ultimately, a final sample of 120 boys and 120 girls was selected for the study.

A. Hypothesis

- The self- actualization of parentally accepted adolescent physically handicapped boys are higher than parentally rejected handicapped boys.
- The self- actualization of parentally accepted adolescent physically handicapped girls are higher than parentally rejected handicapped girls.
- The self - actualization of parentally accepted adolescent physically handicapped group (girls & boys) are higher than parentally rejected handicapped group.

B. Objectives

This study aims to work on following objectives-

- To study the family relation (parent's acceptance and rejection) of physically handicapped adolescent boys
- To study the family relation (parent's acceptance and rejection) of physically handicapped adolescent girls
- To study the effect of family relation (parent's acceptance and rejection) of physically handicapped adolescent boys on their self – actualisation.
- To study the effect of family relation (parent's acceptance and rejection) of physically handicapped adolescent girls on their self – actualisation.

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C. Sample

The total sample for the study consisted of 800 subject 400 boys & 400 girls between 15-19 years age group. The samples are selected in those group according to their family relation 240 students for final sample we are selected 120 boys and 120 girls. These data selected from educational institute of handicapped children in Jabalpur & Bhopal district.

D. Description of Tools:

For research we used the following tools.

1. Parental Acceptance Rejection Questionnaire (PARQ) - Mr.R.P.Rohnar

The Parental Acceptance-Rejection Questionnaire (PARQ), developed by Mr. R.P. Rohnar, is a self report measure used to evaluate children's perceptions and adults' memories of their experiences of parental acceptance or rejection during childhood. The PARQ is composed of four subscales, including warmth and affection (or coldness and lack of affection when reverse scored), hostility and aggression, indifference and neglect, and undifferentiated rejection. The reliability of the PARQ was assessed using Cronbach's alpha, details available in table1. These findings suggest that the PARQ is a reliable instrument for assessing parental acceptance and rejection in childhood.

Table 1: Validity of PARQ

Scale	Alpha adult	Alpha child
warmth and affection	0.95	0.90
hostility and aggression	0.93	0.87
indifference and neglect	0.88	0.77
undifferentiated rejection	0.86	0.72

2. Self - Actualisation Questionnaire (SEAI) - A.K.Sharma

Inventory in construction of items in the form of statements on the basis of the fifteen characteristics of a self-actualized individual as given by Maslow, but the item had only Indian cultural load. Inventory comprises 75 items in total. A three point rating scale indicating 'equal to nil', 'some' and 'much' degree of S-A characteristics has been provided Infront of each of the statements.

Validity of the scale:

Since there is no test of self-actualisation available except POI which has its own limitation,criterion validation could not be done. However, the content validation of the item has already been made thoroughly. A correlation of .27 was found against Kakkar’s Self-Acceptance Inventory, and .29 with NCERT’S Self-Perception Inventory.

Reliability: The test retest reliability of the inventory on a small sample of 100 eight class students was found to be .85.

E. Procedure

PARQ are administrated of the sample of 800 students where some of the questionnaire were incomplete we have not included that questionnaire in Sample after that divided them in four groups on the bases of parental acceptance and rejection groups. The groups were as follows

1. Accepted Girls
2. Rejected Girls
3. Accepted Boys
4. Rejected Boys

After that we applied the self-actualization scale of Dr. K.N. Sharma. After administration self-actualization scale we had done the statistical process to obtain result.

III. RESULT

Table 2. Result of self-actualisation

Variable	Group	N	Mean	S.D.	CR	“P” value	Degree of Freedom .01 level	Degree of Freedom .05 level
Self actualization (Group A)	Accepted boys	60	165.00	16.06	0.05	>.05	2.63	1.98
	Rejected boys	60	164.83	16.18				
Self actualization	Accepted Girls	60	162.66	13.26	0.43	>.05	2.63	1.98

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(Group B)	Rejected Girls	60	161.50	15.77				
Self actualization (Group C)	Accepted Group (B+G)	120	163.82	14.77	0.34	>.05	2.60	1.97
	Rejected Group (B+G)	120	163.15	16.06				

The result shows on the table 2 group suggest that the first hypotheses are not proved as there is no difference in Self – Actualization between accepted boys & rejected boys, because the value of critical ratio (0.34) are not statistically significant on 05 level.

The result shows on the table 2 group suggest that the second hypothesis is not proved as group B shows that there is no difference in Self – Actualization between accepted girls & rejected girls, because the value of critical ratio (0.43) are not statistically significant on 05 level.

The result shows on the table 2 group suggest that the third hypothesis is not proved as group C Shows that there is no difference between accepted group (girls & boys) & rejected group, because the value of critical ratio (1.34) are not statistically significant on.05 level.

IV. DISCUSSION AND ANALYSIS

The findings presented in Table 2 indicate that the self-actualization of both accepted and rejected children is not significantly influenced by family relations or parental attitudes. Moreover, the results demonstrate that there is no significant difference in the self-actualization of physically disabled boys and girls who have been either accepted or rejected. These findings suggest that self-actualization is influenced by other social and psychological factors beyond family and parental support.

It is noteworthy that this study was conducted on physically handicapped boys and girls, and the results suggest that self-actualization may represent an advanced stage of development for these individuals, who may struggle with meeting other psychosocial needs, such as feelings of insecurity, inferiority, frustration, social adjustment, future insecurity, and lack of confidence.

Overall, the present study highlights the importance of considering a multidimensional approach when investigating self-actualization and underscores the need to explore other potential factors that may impact self-actualization among individuals with disabilities. These findings have important implications for the development of interventions aimed at enhancing self-actualization in this population. Future research could benefit from longitudinal designs that follow participants over time to further investigate the complex interplay between acceptance, rejection, and self-actualization among individuals with disabilities.

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