

## Demographic Differences on Parental Acceptance Rejection and Personality among Children with Intellectual Disabilities

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### ABSTRACT

The study examined the demographic differences on parental acceptance-rejection and personality in children with intellectual disabilities. For this purpose a sample of 100 children was taken from Special Education Institutions of Gujranwala and Lahore, Pakistan. Both male and female children were included in the study. The data were analyzed by using Independent Sample t-test and One-way ANOVA in SPSS software (Version-20). Results show that the children belong to urban background were higher on parental warmth however children belong to rural background were higher on parental hostility and indifference. Gender differences revealed that female children were higher on parental warmth whereas male children were higher on the indifference. Children with uneducated mothers were higher on hostility whereas children with educated mothers were higher on parental warmth. Children belonged to the joint family system were higher on the father warmth and mother's warmth as compared to the nuclear family system. Moreover results show that middle class children were higher on the father's warmth as compared to lower class children. Elder children were higher on the parental hostility, indifference and father's warmth as compared to younger children who were higher on the mother's warmth. First born children were higher on father's warmth as compared with the second born children. The current findings provide valuable insight for parents and teachers to make friendly policies for the welfare of children with intellectual disabilities.

**KEYWORDS:** Parental Acceptance Rejection, Personality, Demographic Differences, Pakistan.

### 1 INTRODUCTION

The research program reported in this article was initiated almost five decades ago in response to claims by Western social scientists that parental love is essential to the healthy social and emotional development. Children everywhere need a specific form of positive response/acceptances from the parents and other caregivers. When this need is not met satisfactory tend to report them to be hostile and aggressive, dependent or defensively independent, emotionally unstable and negative worldview. In fact much of parental acceptance and rejection is symbolic [1]. Thus to understand why rejection has a consistent effect on children one must understand its symbolic nature. Parents everywhere express some degree of acceptances (warmth, affection, care and concern) and rejection (coldness, lack of affection, hostility and aggression) towards their children.

#### 1.1 Parental Acceptance-Rejection Theory

Parental Acceptance is basically defined by parental positive encouraging and motivating behavior toward the child to interact openly within the environment of parental appreciation and supporting contrasting. Parental rejection is viewed as parental such behaviors which are very restricted, limited toward the child and the child can't interact freely and explore physical and interpersonal aspects of their environment [2]. The study of child's personality is very important topic. However what features is an effect on personality functioning needs careful explanation [3]. Rotter

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research reveals that parental acceptance play very important role in the personality. PAR Theory attempts to answer five classes of questions regarding parental acceptance and rejection. These questions are categories into three sub theories: personality sub theory, coping sub theory, and socio-cultural systems sub theory.

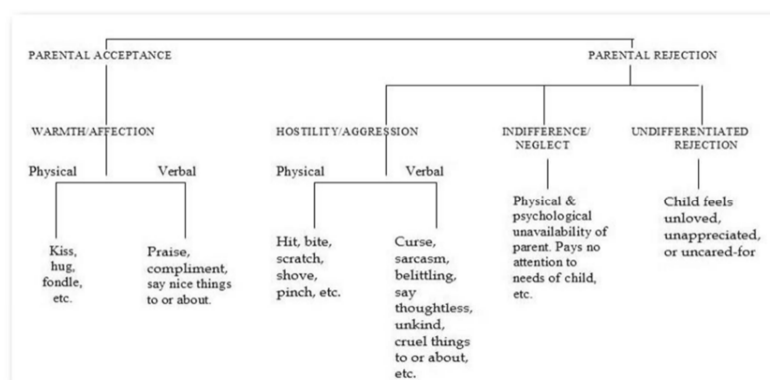
First, it draws extensively from the major ethnic groups in the United States as well as from worldwide, cross-cultural evidence [4]. Second, it draws from literary and historical materials going as far back as 2,000 years. Third, it draws from nearly 2000 empirical studies on parental acceptance and rejection since the 1930s to form a conceptual structure for explaining the Universalist perspectives incorporated into PAR Theory's three sub theories [5]. These sub theories are described more below.

### 1.2 The Warmth Dimensions of Parenting.

Human being everywhere experience more or less love or affection at the hands of parents must important to them as they grow. Theoretical model of child rearing most compromises two extents which can be described as the acceptance warmth as rejection and psychological self-sufficiency vs. control/ overprotection. Parental acceptance-rejection taken together from the warmth dimension of parenting on which all human beings can be placed. One end of this continuum marked by parental acceptance, which refers to the warmth, affection, care, concern, nurturance, support or simply love that parents feel and express toward children. The other end of the warmth is marked by parental rejection refer to the absence of significant withdrawal of these feelings and behavior and by the presence of a variety of physically and psychologically hurtful behaviors and effects.

Parental rejection is usually expressed by any one or the combination of four different forms of behavior pattern (1) cold and unaffectionate, (2) hostile and aggressive (3) indifferent and neglecting, (4) undifferentiated rejection. When parents act on the feelings of love, they are likely to be affectionate. Expression of parental affection involves approval of children's behavior. All kinds of fostering; encouraging and loving behaviors are an expression of parental acceptance. Some children never experience parental affection. Rather they feel only the cold, affectionate expression of parent resentment and aggressions, indifferent and neglect on undifferentiated rejection.

### 1.3 Parental Acceptance and Rejection Theory



### 1.4 Parental Acceptance-Rejection and Personality

Parental acceptance rejection and are uniquely linked with personality and mental health of children's. Because the security and other emotional and psychological state of offspring's have depended on the quality of relationship with their parents. This acceptance and rejection is an intimate pattern is also postulated to have a major influence on the child mental health and personality. The concept personality is defined as' an individual more or less stable set of predisposition to response i.e. affective cognitive and motivational dispositions and actual mode of responding i.e. observable

behavior in various life situations. This recognized that personality is formed with twin's factors (environmental and biological.). Most of the researchers explain that the parental acceptance plays very important role in the child's personality and mental health. However what these effects are on personality functioning needs careful explanation [6], [3].

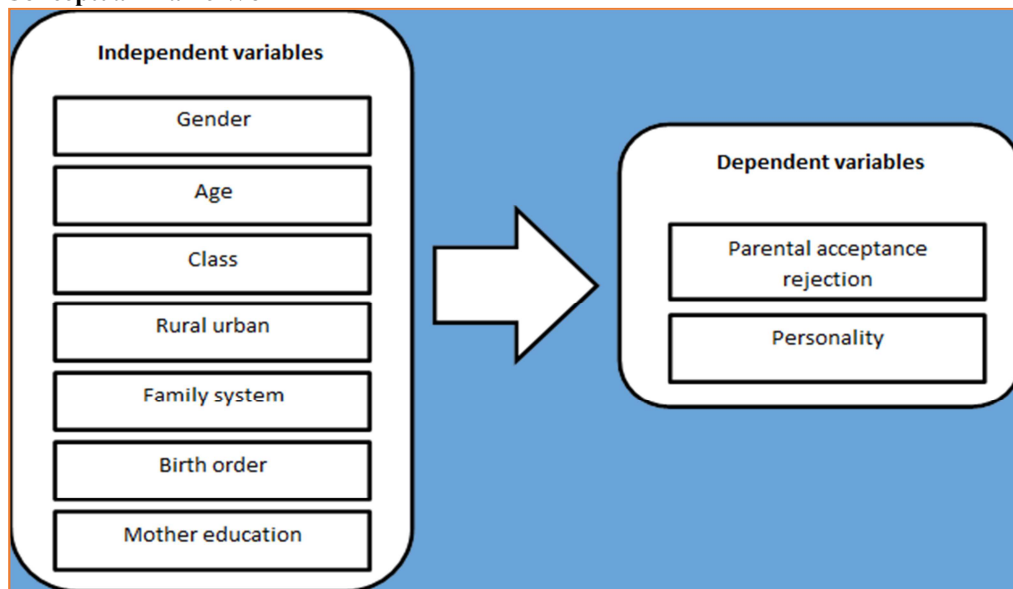
Rohner's research program investigated the claims by Western social scientists that parental love is necessary to the healthy social and emotional development of children. After conducting about two thousand researches, many researchers stimulated directly by parental acceptance-rejection theory (PAR Theory) and on the bases of this theory the researchers reached at one conclusion: Children all over the place need a specific form of positive acceptance from their parents and other primary caregivers. When positive acceptance from their parents is not met adequately, children in spite of variations in culture, gender, age, ethnicity, or other such defining circumstances be inclined to report themselves to be hostile and aggressive, dependent or defensively independent, low in self-esteem and self-sufficiency, emotionally unfeeling, emotionally unstable, and to have a negative world view. Moreover, children and adults who experience them to be rejected appear to be willing toward behavior problems and conduct disorders, to be depressed or have depressed affect, and they also willing to involve in drug and alcohol abuse, surrounded by other problem. According to the [2] child development has focused on the impact of different child education styles. Many studies, using a variety of methodologies, have been conducted [7]. Orthogonal domains frequently emerge as primarily dimensions' of child background styles. The first dimension in conceptualizes in terms of concept such as attachment, acceptance, hostility and rejection. The second dimension in conceptualizing in such terms such as monitoring, supervision, control and discipline. These are both individually and together significantly affiliated with a number of distinct personality characteristics and with many aspects of individual and socially organized behavior. [8]Have also documented that degree of parental warmth and parental control is two primary dimensions' of child rearing styles. [9] Conceptualized that the warmth factors deal with the emotional relationships of the parents with the child and the control factor deals with restriction made upon child behavior and personality.

### **1.5 Parental Acceptance-Rejection and Personality of Children with Learning Disabilities**

In the perspective of children's psychological problems some researchers have conducted the researches to investigate the relationship between perceptions of parental acceptance-rejection and children's psychological and biological problems. The results of these studies revealed that children who perceive their parents as more rejecting tend to experience from more psychological problems i.e. lack of confidence and below average adaptive and cognitive functioning as compared to those children who feel acceptance from their parents [10], [11]. However both biological and environmental factors correlated cause of mental retardation. Some most important biological factors are trauma/head injury, parents and genetic factors and metabolic diseases. Similarly psychological factors are parental neglecting and lack of social stimulus.

Due to the bad socioeconomic situations, lack of awareness, lack of facilities and other circumstances of Pakistan mental retarded children faced a number of personality and behavioral crises including communication difficulties, communicating their needs and wishes, lack of confidence, poor academic outcomes and low self-esteem that leads to frustration, stress, depression, insomnia, isolation and other bad psychological conditions. Mentally retarded children often face a higher degree of teasing and taunting due to their mental and adapting differences in Pakistani society. Without proper care or education, mental retarded children are at greater risk of becoming impoverished or homeless. People are not aware of the problems of mental retarded children; they do not take it a serious problem, that's why mentally retarded children have bad psychological and social development. This was gap in research and my research fulfills the gap.

### 1.5 Conceptual Frame Work



## 2.METHOD

### 2.1 Objective

- To investigate demographic differences in parental acceptance-rejection and personality of children with intellectual disabilities.

### 2.2 Hypothesis

- The demographic factors (i.e. gender, age, education, class, rural urban background, family system and birth order) will impact on parental acceptance-rejection and personality among children with intellectual disability.

### 2.3 Sample

The sample of the present study consisted of children with intellectual disabilities (N=100). Male children (n = 40) and female children (n = 60) were included in the sample. Purposive sampling technique was used. Age range of the sample was 10 to 13 years. Grade was contained to 6th, 7th and 8th classes.

## 3 INSTRUMENTS

### 3.1. Parental Acceptance-Rejection Questionnaire.

Acceptance Rejection Questionnaire (Father and mother Form) developed by [12] and Urdu version by [13] was based on a list of parental acceptance-rejection among mentally retarded children. It contains 60 items and reliabilities are .72-.92. This subscales items are parental warmth, parental aggression and undifferentiated parental rejection 10 items and parental neglect 15 items.

### 3.2. Personality Assessment Questionnaire

Personality assessment questionnaire for children developed by [5] and translated by [13] was based on a list of personality and adaptive functioning and its reliabilities. It contains 42 items and it is four point Likert scale. PAQ rang indicating serious healthy physiological adjustment to high 168 indicating maladjustment and reliability co-efficient is .76. These 42 items are further divided into seven subscales of hostility, aggression, dependency, negative self, adequacy, emotional instability, emotional responsiveness and negative view of world view.

#### 4. Procedure

Children were selected from different Special Education Schools of Lahore and Gujranwala. The school children were approached in their respective institutions to collect the information. Children were informed about the purpose, significance and implications of the study in the future. They ensured to be confident, as the information obtained will be kept highly confidential on behalf of the researcher that their personal identities will not be revealed. Moreover, the information and data obtained from them will be specially be used for research purpose. Then informed consent was obtained from the participants before administering the questionnaires. Questionnaires were administered and collected data were analyzed by using SPSS.

#### 5 RESULTS

The present study aimed to investigate parental acceptance-rejection and personality among children with learning disabilities. The sample consisted of 100 Children. Sample took in the age range of 10 to 13 years male and female children. Statistical package for social sciences (SPSS) was used to analyze the data. ANOVA and t-statistics were applied to evaluate the hypotheses of the study.

**Table 1.** Comparison of Male and Female differences, Rural and Urban back -ground on Parental Acceptance- Rejection and Personality among Children with Intellectual Disabilities

Variables	Male (n = 40)		Female (n = 60)		t(98)	Urban (n = 43)		Rural (n = 57)		t(98)
	M	SD	M	SD		M	SD	M	SD	
Warmth	12.5	3.0	27.0	9.18	3.8*	24.9	10.8	15.2	2.51	2.5*
Hostility	24.2	10.8	26.2	11.7	1.8	20.5	8.9	24.5	5.3	3.7*
Indifferences	25.0	10.6	21.3	6.77	3.0**	21.8	7.84	24.4	7.81	3.8*
Rejection	16.1	7.20	19.5	9.81	2.6	25.2	8.55	25.4	8.52	2.2
Father total	83.1	21.2	92.0	23.9	4.3**	96.8	16.6	44.0	96.6	2.9*
Warmth	21.5	5.67	27.9	9.99	5.0*	25.5	9.99	21.6	7.23	2.1**
Hostility	27.3	13.7	31.1	15.9	3.6	25.5	9.94	29.6	12.5	1.9**
Indifference	25.4	7.78	21.4	6.28	4.8*	25.7	7.54	26.6	10.3	1.5*
Rejection	18.1	7.79	18.6	10.7	2.5	10.1	9.32	19.5	10.4	0.6
Mother total	96.9	21.2	101.	23.9	2.0	95.6	19.6	106.7	27.0	1.5
Hostility/aggression	17.2	6.48	19.0	8.50	2.1*	17.3	7.02	19.6	8.64	1.0
Dependency	15.3	7.78	14.3	6.38	1.8	14.4	7.48	6.5	6.38	4.5*
Negative self-esteem	5.61	5.03	4.68	2.60	1.2	4.42	8.48	5.6	6.23	2.2**
Negative self-adequacy	13.7	6.64	15.4	8.17	2.0*	4.41	4.57	16.9	10.4	1.8
Unresponsive	8.17	4.56	9.42	4.60	3.3	17.3	7.03	19.1	8.65	1.2
Instability	9.44	3.59	10.4	7.29	3.8*	13.2	4.57	16.6	6.39	1.9
Negative World view	10.8	5.51	10.5	3.60	1.3	90.4	5.47	10.74	6.92	1.1
Child Total	22.2	9.1	14.22	3.1	1.02	14.64	4.71	26.31	4.02	.53

\* $p < .05$ , \*\* $p < .01$

Results show that female children were higher on parental warmth whereas male children were higher on the indifference. On personality female children were higher on hostility, negative self-adequacy whereas male children were higher on instability. Children belong to urban background were higher on parental warmth including mother and father warmth however children belong to rural background were higher on parental hostility and indifference; mother and father hostility as well as indifference. On personality urban area children were higher on dependency and negative self-esteem.

**Table 2.** Comparison of Educated and Uneducated Mother, and Family system on Parental Acceptance –Rejection and Personality among Children with Intellectual Disabilities

variables	Educated (n = 40)		Uneducated (n=60)		t(98)	Joint (n=55)		Nuclear (n=45)		t(98)
	M	SD	M	SD		M	SD	M	SD	
Warmth	23.7	5.54	19.62	11.0	2.11*	24.64	6.71	21.19	5.03	2.87*
Hostility	24.9	8.0	25.0	5.43	3.91*	26.48	12.01	24.26	10.79	1.9
Indifferences	24.3	10.3	26.3	11.1	1.01	24.51	10.75	23.53	10.79	.55
Rejection	16.6	15.7	17.1	26.8	1.22	17.83	9.03	18.80	8.99	.53
Father total	84.4	14.9	94.7	15.4	2.02*	87.94	18.51	89.51	24.41	.35
Warmth	28.2	11.6	22.6	7.3	2.07*	27.92	9.29	17.79	7.15	3.2*
Hostility	26.5	11.0	26.3	10.5	2.03*	26.75	12.01	26.04	9.83	.31
Indifference	24.8	8.43	20.7	7.21	1.05	18.78	18.51	9.37	4.41	3.5
Rejection	19.5	6.27	17.1	6.94	1.81	18.11	8.85	18.15	4.89	4.4
Mother total	18.4	4.41	18.1	7.81	4.05*	13.32	6.47	16.53	7.23	2.3
Hostility/aggression	14.0	9.21	15.9	2.66	1.01	4.85	2.78	5.22	4.75	4.8**
Dependency	5.15	5.39	4.34	4.66	.16	14.88	7.98	14.53	6.08	1.2
Negative self-esteem	15.3	4.98	13.9	3.28	1.05	9.13	5.62	8.73	3.10	1.2
Negative self-adequacy	9.29	3.90	8.63	7.27	1.03	9.48	5.12	10.53	7.02	8.6*
Unresponsive	20.1	5.1	10.9	3.4	1.01	9.70	3.53	11.75	5.11	2.3*
Instability	15.6	9.11	20.2	5.7	5.08*	17.19	5.33	22.7	3.25	3.1*
Negative World view	16.1	2.4	21.6	4.9	4.09*	26.02	7.98	16.57	8.01	2.4*
Child Total	15.2	19.1	28.2	4.1	4.02*	24.64	6.71	26.19	4.03	.87

\* $p < .05$ , \*\* $p < .01$ 

Children with uneducated mothers were higher on parental hostility including mother and father hostility whereas children with educated mothers were higher on parental warmth both mother and father warmth. On personality children with uneducated mothers were higher on instability, and negative world view. Children belonged to the joint family system were higher on the father warmth and mother's warmth as compared to the nuclear family system. On personality children with nuclear family system were higher on were higher on instability, negative world view, unresponsiveness and negative self-adequacy.

**Table 3.** Comparison of Children Age and Class in Parental acceptance-Rejection and Personality among Children with Intellectual Disabilities

Variables	10year (n=27)		12year (n=55)		13 year (n=17)		F	6 <sup>th</sup> (n=27)		7 <sup>th</sup> (n=55)		8 <sup>th</sup> (n=17)		F
	M	SD	M	SD	M	SD		M	SD	M	SD	M	SD	
Warmth	24.11	10.5	24.65	9.73	27.60	14.20	3.7*	21.14	4.94	25.0	9.41	21.1	9.24	2.8*
Hostility	22.21	6.5	21.00	8.33	25.34	10.20	5.7*	24.07	9.07	26.3	8.7	9.24	10.8	1.3
Indifferences	23.68	5.1	24.49	7.88	27.50	10.70	1.9*	23.21	9.14	23.1	6.79	10.9	11.9	2.9
Rejection	14.16	5.2	19.39	10.50	18.66	7.21	2.8	15.64	5.76	19.9	7.9	11.9	4.61	1.2
Father total	79.42	11.	88.63	18.77	94.22	28.14	3.1	85.46	17.6	20.8	6.7	89.1	13.3	1.3*
Warmth	27.52	15.8	28.82	8.40	14.62	32.60	2.8	33.52	14.2	28.2	14.1	28.5	17.1	1.1
Hostility	25.06	9.4	26.00	8.40	28.89	15.81	4.8*	26.00	99.03	27.8	12.1	24.1	11.9	1.7
Indifference	27.11	8.2	25.22	7.54	26.83	10.58	2.4*	23.00	5.79	26.7	9.75	96.0	8.29	4.3
Rejection	16.74	5.8	19.19	10.93	18.23	9.29	2.8	19.64	10.8	17.6	9.42	8.29	17.2	3.0
Mother total	94.38	16.2	99.30	22.79	104.8	26.48	2.7	101.6	18.5	100.4	26.3	17.2	6.01	1.7
Hostility/aggression	16.26	8.0	18.66	8.36	19.07	6.44	2.8	17.07	11.1	18.4	6.09	26.3	4.89	1.4
Dependency	14.68	11.1	14.58	6.24	15.13	4.43	4.6	15.78	10.5	14.2	6.09	6.06	2.29	1.5
Negative self-esteem	4.63	2.5	5.09	4.76	5.27	2.42	2.1*	7.04	3.36	5.54	2.19	4.89	1.10	8.7*
Negative self-adequacy	13.26	3.8	16.30	2.54	13.13	4.87	2.1*	14.96	11.8	15.1	4.37	2.29	5.57	2.7*
Unresponsive	7.84	3.8	16.30	3.54	13.13	4.87	1.1	9.48	5.87	8.49	5.70	4.10	4.13	1.5
Instability	8.73	3.8	9.53	5.39	11.63	7.82	1.6	9.25	3.79	10.7	3.50	5.57	4.76	.33
Negative World view	10.53	7.6	10.41	3.21	11.33	3.59	4.1*	10.86	6.33	10.3	7.34	4.13	58.2	1.3
Child Total	23.63	18.5	21.16	5.47	20.00	4.92	2.2*	56.85	2.13	59.2	3.09	4.76	19.1	1.9

\* $p < .01$

Results show that middle class children were higher on the father's warmth as compared to lower class children. On personality lower class children were higher on negative self-esteem and negative self-adequacy. Elder children were higher on the parental hostility, indifference and father's warmth as compared to younger children who were higher on the mother's warmth. On personality elder children were higher on negative world view and child total.

**Table 4.** Comparisons of Children Birth Order on Parental Acceptance-Rejection and Personality among Children with Intellectual Disabilities

variables	1 <sup>st</sup> (n=18)		2 <sup>nd</sup> (n=52)		3 <sup>rd</sup> (n=22)		4 <sup>th</sup> (n=7)		5 <sup>th</sup> (n=1)		F
	M	SD	M	SD	M	SD	M	SD	M	SD	
Warmth	24.8	9.09	27.2	13.5	25.0	7.83	17.2	5.28	17.0	14.3	3.9**
Hostility	23.2	5.70	22.3	7.20	22.7	9.75	33.4	12.6	43.0	31.1	1.3
Indifferences	23.9	5.31	26.0	9.89	22.4	5.25	30.3	9.32	21.3	20.1	1.8
Rejection	20.0	11.5	18.6	9.79	15.3	4.36	18.0	4.69	26.0	24.0	1.7
Father total	26.5	6.9	10.9	5.72	22.3	11.0	95.1	14.7	23.2	21.0	1.2*
Warmth	26.8	11.1	30.6	16.5	30.1	14.7	23.8	7.13	26.0	15.6	1.9
Hostility	25.6	5.42	26.3	12.1	31.9	11.4	19.0	7.64	18.3	6.00	1.9
Indifference	23.8	5.33	26.4	9.84	26.0	8.18	29.1	6.89	31.1	30.1	2.1
Rejection	25.6	11.0	12.4	28.1	13.22	9.9	24.1	9.35	20.1	7.1	5.4
Mother total	19.0	7.38	18.7	8.40	16.0	6.83	20.1	6.99	20.0	15.2	.61
Hostility/aggression	18.2	9.69	13.8	6.41	12.4	3.14	18.5	5.53	19.0	13.0	2.7
Dependency	17.33	2.33	15.15	4.42	15.22	4.45	13.6	4.77	16.0	5.00	5.6
Negative self-esteem	13.7	4.45	15.7	4.42	5.44	3.63	3.00	1.83	10.7	3.82	2.7*
Negative self-adequacy	17.66	2.38	9.04	4.87	8.95	5.29	10.8	5.05	10.0	10.1	5.2**
Unresponsive	12.5	9.08	9.73	5.90	8.73	4.29	8.43	3.99	18.0	16.1	2.6*
Instability	12.1	7.05	10.4	3.38	10.0	3.99	9.71	3.72	19.0	18.1	1.9
Negative World view	61.3	19.2	57.9	19.8	55.8	15.0	60.0	9.02	67.0	61.0	1.9
Child total	14.7	3.22	15.7	4.42	12.44	3.63	3.00	1.83	16.78	3.82	1.2

\* $p < .05$ , \*\* $p < .01$

First born children were higher on father's warmth as compared with the other born children. On personality first born children were higher on negative self-esteem, negative self-adequacy and unresponsiveness.

## 6. DISCUSSION

The study was conducted on a sample of 100 school going mental retarded children. Parental acceptance rejection questionnaire and a personality assessment questionnaire were used. Analysis of this study indicted co-efficient of alpha reliability ranges .92 to .76. This high alpha reliability shows the fact that scale is internal consistence. Findings show that female children were higher on parental warmth whereas male children were higher on the indifference. Children belong to urban background were higher on parental warmth however children belong to rural background were higher on parental hostility and indifference.

Children with uneducated mothers were higher on hostility whereas children with educated mothers were higher on parental warmth. Children belonged to the joint family system were higher on the father warmth and mother's warmth as compared to the nuclear family system. Moreover results show that middle class children were higher on the father's warmth as compared to lower class children. Elder children were higher on the parental hostility, indifference and father's warmth as compared to younger children who were higher on the mother's warmth. First born children were higher on father's warmth as compared with the second born children. The current findings provide valuable insight for parents and teachers to make friendly policies for the welfare of children with intellectual disabilities.

Findings of this study reveal that children of higher socioeconomic status families, children of non-working mothers, those living in small families, and rural areas children are inclined to perceive their parents to be more accepting. They also perceived their parents as less neglecting, less aggressive and less rejecting when compared to other children. This supported the hypothesis children belonging to rural area will be higher as compared to the urban area [14], [15], and [16]. [17] Studied that perception of parental acceptance-rejection and personality dispositions in Kuwait. The results reveal that parental rejection effects negatively on children's personality and creates maladjustment, creates more aggressiveness and feelings of neglect in the children. Moreover results showed that males as compared to females tended to perceive their parents, and especially, fathers as less accepting, more rejecting, more aggressive and more neglecting.

[18] conducted a research to investigate the relationship between parental acceptance in childhood and psychological adjustment among Asian immigrants to the USA. The results revealed that perceived paternal (but not maternal acceptance) acceptance in childhood contributed uniquely and significantly to the children's psychological adjustment. This also supported the hypothesis male will be high on parental acceptance rejection as compared the female. [19] Suggest that parental acceptance and rejection may have a substantial effect on children's personality. Researchers also found direct and positive relation between parental acceptance and lack of maladjustment and negative relation between parental rejection and maladjustment among normal and disabled children [20].

These proofs provide a large portion of children's and adults' adjustment that are explained by a variety of factors such as other interpersonal relationships, sociocultural factors, and behavioral inherited factors. However, these proofs reported by researchers confirm that perceived parental acceptance-rejection by itself is generally a powerful predictor of psychological and personality development.

## 7. Conclusion

The main objective of the present study was to find out demographic differences in parental acceptance rejection and personality among children with intellectual disabilities. The researcher was trying to investigate the effect of different demographic variables like age, gender, socioeconomic status and gender differences with study variables. In the light of the current findings and discussion gender difference were found. Female were high on parental acceptance rejection as compared to male. Birth order socioeconomic status and rural urban background also impacted on the child's personality. For further research following suggestion is recommended. The researchers take large sample so that finding can be generalized. Other factors should be included which can affect a child's personality such as socioeconomic status and parental support.

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