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Perceived Maternal Acceptance Rejection And Control On Primary School Children with Psychological And Social Maladjustment

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ABSTRACT

Parental acceptance is important for children. Children need to receive positive responses from their parents. Based on the literature, children who are neglected by their mothers are more significantly associated with psychological and social maladjustment. On the contrary, if children are accepted by their mothers, this is connected with psychological and social adjustment in their life. This study was conducted to analyze the relationship between perceived maternal acceptance-rejection and control and psychological, social maladjustment in a sample of primary school students residing in a rural community. This study also aimed to investigate correlations between socio-demographic characteristic of mothers and their acceptance-rejection and control and their children's psychological and social maladjustment. This study was a correlational descriptive research. The participants were a group of 36 primary school students aged between 9 to 11 and their 2 class teachers and a vice chair of the school in Karpaz of İskele district, North Cyprus. Socio-demographical Information Sheet, Child/Adult: PAR/Control Mother Version Questionnaire and Conners' Teacher Rating Scale –Revised Long Form was used. The main findings indicated that perceptions of children maternal rejection were significantly correlated with children psychological and social maladjustment. However, no significant relationships were found between mother's education, occupation and perceived maternal acceptance, rejection and control and children's psychological and social maladjustment. The significance of the study and its limitations are discussed.

Keywords:

Perceived maternal acceptance-rejection, control, psychological and social maladjustment.

1. Introduction

Parents play an important role on the development of children. It is important for parents especially for mothers to be warm, nonhostile and close to their children in order to maintain quality parent-child relationship. The behaviors of the parents emphasize psychologically, socially, and healthy outcomes for children (Khaleque and Rohner 2002; Lila, Garcia and Garcia 2007).

Parental acceptance and rejection is emotional and affective relationship between parents and their children (Kostic, Nestic, Stankovic and Zikic, 2014, p. 993) Parental acceptance and rejection together are warm dimension of parenting behavior and permissiveness and strictness are dimension of parental control (Rohner and Petengill, 1985; Rohner and Rohner, 1981). Parental rejection related to the absence

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or significant withdrawal of parental warmth, affection, care, comfort, concern, nurturance, support or love, and the presence of a variety of physically and psychologically hurtful behaviors and effects (Rohner 2006; Rohner and Khaleque 2005 as cited in Dwairy, 2010, p. 30). On the other hand, parental acceptance, which is opposite to parental rejection, implies the warmth, affection, love, and all other positive feelings and behaviors of parents (Hughes, Blom, Rohner and Britner, 2005).

Parental acceptance-rejection theory (PARTheory) which is socialization theory tried to explain major causes, consequences and correlations of parental acceptance and rejection (Rohner, Khaleque, Cournoyer, 2012). One of assumptions of PARTheory is that psychological adjustment of children directly related to their experiences of parental acceptance (Khaleque & Rohner, 2002). Based on PARTheory a meta analyses was conducted with 43 studies, 7,563 participants in 15 countries. The results indicated that perceived parental acceptance related to psychological adjustment. One of the other meta analyses study was also conducted in 2012 with 30 studies, from 16 countries, 12,087 children participants by Khaleque. Results showed that children's perception of parental acceptance significantly related to psychological adjustment. Consequently, based on PARTheory parental acceptance is universally confirmed that associated with psychological adjustment (Khaleque and Rohner 2002; Lila, Gracia and Gracia, 2007).

Many of the studies have been found parental acceptance is essential for social, psychological behavioral adjustment and well-being of children. Children need receive positive responses from their parents. Variability in social, psychological and behavioral adjustment can be explained by the quality of parent-child relationships. Many factors contribute to child development. One variable is that dimension of mother acceptance - rejection and control. In order to understand the factors that contribute to a child's social and emotional adjustment, researchers have extensively examined the parent child relationship. Several studies found that children who perceived parental acceptance-rejection positively correlated with psychological and social adjustment (Khaleque and Rohner 2002; Lila and et al. 2007). Others maintain that the quality relationship mothers and child and their attachment quite important and essential for the child's positive psychological and social development (Ainsworth-Salter, 1969). Furthermore, Rohner and Britner (2002) argued that parental rejection positively correlated with behavioral problems, depression, conduct disorder, substance abuse, and mental health (as cited in Yıldırım- Ekmekçi, 2008).

Children tend to meet emotional needs from parents. Khaleque (2002) argued that if children do not meet these emotional needs, they are more significantly associated with hostility, aggression, dependency, impaired self-esteem, self-adequacy, emotionally unresponsiveness, emotional instability and having a negative worldview. Polat (1988) developed the first study for parental acceptance and rejection in Turkey. She studied children's psychological adjustment and their parents' acceptance and rejection. The study results indicated that children's psychological adjustment significantly correlated with parents' non warmth, aggression/hostility, indifference neglect, undifferentiated rejection.

Maternal acceptance and rejection, involves attitudes towards children. A number of studies examined how maternal acceptance and rejection difference between lower and upper socioeconomic status of mothers. Erkan and Toran (2010) explored difference between the child acceptance and rejection behaviors of lower and upper socio-economic statuses of mothers and identified that how their acceptance and rejection behaviors is affected by their age, the number and sex of their children. They studied 246 mothers living in Diyarbakır, Turkey. Approximately equal number of mothers divided between lower (n: 123) and upper (n: 123) socioeconomic status. The results indicated that the rejection behaviors positively correlated with low socio economic statuses of mothers than mothers with upper socioeconomic status. It can be significant account for that mothers' socio economic status plays important roles on child acceptance and rejection behaviors. Findings regarding to relationship between mothers' age and their acceptance and rejection behaviors significantly correlated between each other. According to Erkan and Toran (2010) identified that, "as mothers become older their rejection of children increased" (p.430). In contrast, they found that there was no significant relationship between mothers' acceptance and rejection behaviors and the gender of children. As for research in North

Cyprus, although not directly measuring perceived maternal acceptance rejection and control, Bayraktar (2011) explored that adolescent who perceived parental control are more tending to show bullying behaviors. In addition, parental acceptance plays important roles on decreasing bullying behaviors (Bayraktar, 2011).

As demonstrated in many of the studies cited above, the quality of mother and child relationship has profound influence on cognitive, emotional and social development of the child. This relationship also influence on the children's future relationships. This relationship first includes especially with teacher in primary school years. It also promotes the child adjustment in to the school. For example, Erdem (1990) argued that while perceived rejection negatively correlated with academic achievement and self-concept, the behavioral problems such as, anxiety, aggressiveness helplessness are significantly positively correlated. Carrasco and Rohner, 2013 found that in a sample of 313, 16 years old children that perceived parental acceptance related to psychologically adjustment.

This study examined the relationship between perceived maternal acceptance- rejection, control and primary school children with psychological and social maladjustment residing in a rural community. Specifically, this study looks at the ways the quality of mother- child relationship can become an additional predictor for understanding why some children perceive their mothers as accepting while others perceive their parents as cold, hostile, neglectful or rejecting.

It seeks to answer these four questions:

1. Is there a significant relationship between perceived maternal acceptance-rejection and control of primary school children and psychological and social adjustment of them?
2. Do perceived maternal acceptance-rejection and control of primary school children significantly predict children's psychological and social adjustment?
3. Does perceived maternal acceptance- rejection and control significantly differ among boys and girls?
4. Do demographical variables such as; age, occupation, education and number of children born to a mother account for any of differences in the acceptance rejection and control?

One of the central goals of the study is to understand the roles of perceived maternal acceptance – rejection control on primary school students who are between 9 and 11 years old with psychological and social maladjustment in Karpaz district of İskele, North Cyprus. Based on profile of women in Karpaz, this study was intended to be conducted in İskele district. For example, in İskele, it is observed that as the mothers become older, the number of children born increases and 50 % of women state being a primary school graduate (State Planning Organization, TRNC, 2006). In order to understand how these factors can account for perceptions of children on maternal acceptance, rejection and control, the research site was selected in Karpaz district of İskele, North Cyprus.

This study has important contributions on perceived maternal acceptance rejection and control in a rural community, North Cyprus. Comparing with other countries, North Cyprus has no previous research directly measuring perceived maternal acceptance- rejection and control. For this reason, it is important to know the attitudes of mothers towards their children and what factors influence their acceptance-rejection behaviors. This study is also important for parenting education and has significant role in enhancing parent and school cooperation.

2. Method

Quantitative research techniques were used in this study. The current study was a correlation – descriptive research which aimed to investigate the congruence among children's perceptions of maternal acceptance-rejection, control and children psychological and social maladjustment.

2.1. Participants

This study consists a sample of primary school's students and their class teachers and a vice chair of school based in Karpaz district of İskele, North Cyprus. A random, voluntary participated, proportional stratified school sample was tested.

2.1.1. Students

The sample consists of 36 (19 girls and 17 boys) primary school student, ranging in age from 9 to 11 [(third grade and fourth grade), (\bar{X} = 9.66, SD= 0.67)] from three origin regions which are North Cyprus, Turkey and England. This sample reflects variations in the villages' socio economic conditions, household compositions such as nuclear and extended families. The students' siblings range between 1 and 3 (\bar{X} =2.00, SD=0.67).

Table 1. Mean, Standard Deviation, Range of Students' Age, Siblings and Their Mothers' Age, Education, Occupation.

İskele Distinct				
	Min	SD	Min.	Max.
Age	9.66	0.67	9	11
No. of Siblings	2.00	0.79	1	3
Mothers' Age	36.00	4.43	30	48
Mothers' Education	3.66	1.21	Primary School Graduated	University (4 Year) Graduated
Mothers' Occupation	1.75	0.43	Lower Middle Class (including Teacher, Police)	Long Term Unemployed (including Housewife)

For the purpose of the study, demographical characteristics of students' mothers are defined. The mothers' age of students are ranging from 30 to 48, (\bar{X} =36.00, SD=4.43). The range of mothers' education is from primary school graduated to university (4 years) graduated. 36.1 % mothers are graduated from high school (N=13), (See Table 2.). The occupational prestige (status) of students' mothers was maintained between lower middle class (including teacher, police) and the long term unemployed (including housewife), (See Table 1.). 75 % mothers are long term unemployed (N= 27) and the sample consists 25 % mothers are employed.

Table 2. Demographical Information of Participants' Mothers

	N	%
Mothers Education		
Primary School Graduated	6	16.7
Middle School Graduated	11	30.6
High School Graduated	13	36.1
University Graduated (2 Years)	1	2.8
University Graduated (4 years)	5	13.9
Mothers Occupation		
Employed Mothers(Including, Teacher, Police, Cleaner)	9	25

Long Term Unemployed Mothers,(Including, Housewife) Mothers	27	75
No. Of Children Born to Mothers		
A Child	11	30.6
Two Children	13	36.1
Three Children	12	33.3

2.1.2. Teachers

Two class teachers and a vice chair of the school (N=3) volunteered to participate in the second phase of this study. The class teachers and a vice chair of the school have 22 hours classes with the sample group of students each week.

2.2. Measures

2.2.1. Socio-demographical Information Sheet

Socio-demographical Information Sheet was constructed to elicit socio-demographic data about; number of children in family, mothers' occupation education, age and income, etc. The sheet was developed in Turkish to avoid any limited communication or misunderstanding which can be caused by language barriers.

2.2.2. Child Parental Acceptance Rejection Questionnaire / Control: Mother Version, (Child PARQ/Control: Mother)

The Child/Adolescent PARQ/C: Mother Form is a 73 item self-report questionnaire that asks children and adolescent (here, children) to respond to question their experiences with their mothers on two dimensions warmth (acceptance-rejection) and control (permissiveness –strictness). The 60 warmth-related items reflect hostility/ aggression, indifference/ neglect and undifferentiated rejection. The 13 control-related items reflect participant experiences where mothers placed restrictions or limits on their children behaviors and the extent to which these restrictions were enforced. An analysis of the reliability on the Child PARQ/Control shows that coefficient alpha range from .69 to .90 with median reliability of .77. The Turkish version of the scale was developed by Varan in 2003. Coefficient alpha of mother form is reported at .74. In the current study the coefficient alpha of the scale was tested. The result indicated an alpha of .84.

2.2.3. Conners' Teacher Rating Scale – Revised/Long (CTRS-R/L)

The original Conners' Teacher Rating Scale (CTRS) was developed in 1968 (Conners, 1969). This scale revised as a Conners' Teacher Rating Scale-Revised/Long (CTRS-R/L) in 1997, 1998a, 1998b. The recent revised was done by Corders and McLaughlin, 2004. The Turkish adaption of the scale has been done by Kaner, Karacan, Büyüköztürk, Ak and Özaydın in 2011. It is used for children and adolescent who are between 3 and 17 years, (Kaner et al., 2011). Teachers were asked to respond to questions regarding the children or adolescence behaviors in a month in their class or school setting. It consists of 59 items, 6 subscales and 3 additional scales. The subscales are called conduct problems (8 items), hyperactivity (6 items), anxiety and shame (6 items), perfectionism (6 items), and social problems (5 items) Additional scales are called Conners Global Indeks and Hyperactivity Index which is also known Abbreviated Symptom Questionnaire. For the reliability and validity results of the original scale indicated that Cronbach alpha .80 and .94 and test re-test reliability scored between .47 and .88. In the adaptation study, CTRS-R/L ranged between .72 and .91. Spearman Brown also indicated that .76 and .91 Also the

test re test reliability results indicated that .49 and .99. In the current study, the coefficient alpha of scale indicated that .92.

2.3. Data Analyses

The data were analyzed using the SPSS 22.0 statistical windows package program. In this study inferential profiles of major categories of variables were run, as well as a series of ANOVAs, correlations and regression analyses to determine the relationship between the variables. The statistical analyses were run at a significance level of 0.05.

3. Results

Means, standard deviations of perceived parental acceptance-rejection and control and psychological and social maladjustment for boys and girls are presented in Table 3.

Table 3. Statistic Test Scores of Perceived Maternal Acceptance Rejection, Control Psychological and Social Maladjustment

	İskele Distinct			
	Girls		Boys	
	\bar{X}	SD	\bar{X}	SD
Perceived maternal acceptance	88.52	5.74	78.94	13.89
Perceived maternal rejection	39.68	4.06	51.00	18.44
Perceived maternal control	42.94	5.87	35.05	3.74
Psychological and Social Maladjustment	12.36	4.1	23.52	20.87

Table 3 reveals means, standard deviations of Perceived parental acceptance-rejection and control; psychological and social maladjustment for boys and girls. Accordingly, perceived maternal acceptance (\bar{X} = 88.52; SD= 5,74) for girls; (\bar{X} = 78,94; SD= 13,89) for boys; perceived maternal rejection (\bar{X} = 39,68 SD= 4,06) for girls, (\bar{X} = 51.00, SD= 18,44) for boys; perceived maternal control (\bar{X} = 42,94; SD= 5,87) for girls; (\bar{X} = 35,05; SD= 3,74) for boys; psychological and social maladjustment (\bar{X} = 12,36; SD= 4,1) for girls; (\bar{X} = 23.52, SD= 20,87) for boys. Correspondingly, perceived maternal acceptance mean score are higher than perceived maternal rejection and control; psychological and social maladjustment both boys and girls.

Findings related to the first research question which is "What is the relationship between perceived maternal acceptance- rejection and primary school children with psychological and social problems?"are presented in Table 4.

Table 4. Intercorrelation Matrix of Perceived Maternal Acceptance Rejection and Control, Psychological – Social Maladjustment of Children, Mothers’ Age, Occupation, Education and Number of Birth Children

	1	2	3	4	5	6	7	8
1. Perceived Maternal Acceptance	1							

2. Perceived Maternal Rejection	-.915**	1					
3. Perceived Maternal Control	.510**	-.372	1				
4. Psychological And Social Maladjustment	-.864**	.939**	-.343*	1			
5. Mothers' Age	-.280	.301	-.044	.408*	1		
6. Mothers' Occupation	-.235	.136	-.134	.100	.282	1	
7. Mothers' Educational Level	.279	-.150	.461**	-.162	.061	-.480**	1
8. No. of Birth Children	-.099	.083	-.029	-.013	.181	.010	1

*p<.05, ** p<.001

Table 4. reveals the relationship between perceived maternal acceptance, rejection and control, psychological and social maladjustment of children and the demographical variables of participants' mothers investigated using Pearson product- moment correlation coefficient. Preliminary analyses were performed to ensure a relationship existed between perceived maternal acceptance, rejection, control and mothers' demographical variables on children with psychological and social maladjustment. There was a strong negative correlation between perceived maternal acceptance and children with psychological and social maladjustment, $r = -.86$, $n=36$, $p<.001$, with highest of level of perceived maternal acceptance associated with the lowest level of children with psychological and social maladjustment. There was a strong positive correlation between perceived maternal rejection and children with psychological and social maladjustment, $r = .94$, $n=36$, $p<.001$, with highest level of perceived maternal rejection associated with highest level of children with psychological and social maladjustment. In addition, there was moderate negative correlation between perceived maternal control and children with psychological and social maladjustment, $r = -.34$, $n=36$, $p<.05$, with highest perceived maternal control associated with lowest level of children with psychological and social maladjustment. Lastly, there was a moderate positive correlation between mothers' age and children with psychological and social maladjustment, $r = .41$, $n=36$, $p<.05$, with highest mothers' age and highest level of children with psychological and social maladjustment.

Findings related to the second research question, which is *Does perceived maternal acceptance-rejection and control of primary school children significantly predict psychological and social adjustment of them?* are presented in Table 5.

Table 5. Perceived Maternal Acceptance, Rejection and Control as Predictors of Psychological and Social Maladjustment of Children in Controlling Mothers' Age, Education and Occupation, Number of Birth Children

	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	Std. Error	Beta		
First Block					
Age	5.794	3.614	.25	1.6	.118
Gender	9.967	4.819	.32	2.0	.047

Second Block						
Age		4.567	3.588	.20	1.2	.213
Gender		9.979	4.682	.32	2.1	.042
Mothers' Age		1.499	.560	.43	2.6	.012
Mothers' Occupation		-3.127	6.641	-.08	-.41	.641
Mothers' Education		-3.183	2.278	-.25	-1.3	.173
No. Birth Children		-.999	2.890	-.05	-.34	.732
Third Block						
Age		-.970	1.408	-.04	-.68	.497
Gender		.007	2.517	.00	.00	.998
Mothers' Age		.685	.219	.19	3.1	.004**
Mothers' Occupation		-3.619	2.514	-.10	-1.4	.162
Mothers' Educational Level		-1.115	.985	-.09	-1.1	.268
No. of Birth Children		-1.968	1.088	-.10	-1.8	.082
Perceived Maternal Acceptance		-.111	.218	-.08	-.50	.616
Perceived Maternal Rejection		.934	.162	.85	5.7	.000***
Perceived Maternal Control		.115	.222	.05	.51	.609

p<.05, *p<.001

Hierarchical regression analysis was conducted to test the predictor roles of perceived maternal acceptance- rejection and control and mothers' age, occupation and education on children's psychological and social adjustment. In the first block children's age and gender were entered to control their effects on other variables. ANOVA results indicated that students' age, and gender did not significantly predict children with psychological and social maladjustment. In the second block, mothers' age, occupation, education and the number of birth children were entered. Once again, ANOVA results indicated that mothers' age, occupation, education and the number of birth children did not significantly predict children with psychological and social maladjustment. In the third block, perceived maternal acceptance rejection and control were entered. The model was significant [F (3, 36) =34.43, p<.001; ΔF = 61.009; R^2 = .923, ΔR^2 = .545, p<.001]. The results indicated that mothers' age (β =.19) and children's perceptions of maternal rejection (β =.85) predicted psychological and social maladjustment of children significantly (See Table 5.).

Findings related to the third research question "Does perceived maternal acceptance- rejection and control significantly differ among boys and girls?" are presented in Table 6.

Table 6.

Effect		Value	F	Hypothesis df	Error df	p	η^2
Perceptions (Acceptance/Rejection and Control)	Pillai's Trace	,981	844,929(a)	2,000	33,000	,000	,981

	Wilks' Lambda	,019	844,929(a)	2,000	33,000	,000	,981
	Hotelling's Trace	51,208	844,929(a)	2,000	33,000	,000	,981
	Roy's Largest Root	51,208	844,929(a)	2,000	33,000	,000	,981
Perceptions (Acceptance/Rejection And Control) Gender (Boys and Girls)	Pillai's Trace	,437	12,798(a)	2,000	33,000	,000	,437
	Wilks' Lambda	,563	12,798(a)	2,000	33,000	,000	,437
	Hotelling's Trace	,776	12,798(a)	2,000	33,000	,000	,437
	Roy's Largest Root	,776	12,798(a)	2,000	33,000	,000	,437

Table 3. reveals that A 2 (gender: female vs. male) x 3 (maternal perceptions: acceptance vs. rejection vs. control) mixed design analysis of variance was conducted to assess the impact of perceived maternal acceptance- rejection and control on gender. There was a significant interaction between perceived maternal acceptance- rejection and control and gender. [Wilks Lambda = .01, $F(2, 33) = 12.80$, $p < .001$, partial eta squared = .98.] There was a substantial main effect for children's perceptions. [Wilks Lambda = .56, $F(1, 33) = 844.92$, $p < .001$, partial eta squared = .43] with both groups statistics test scores for perceived maternal acceptance- rejection and control. The analyses showed out of the three maternal perceptions students reported perceived maternal as the highest. In addition, perceived maternal rejection was also higher than perceived maternal control. The main effect of comparing the boys and girls was significant, $F(1, 34) = 4.6$, $p < .005$. The results reveals for maternal perception girls ($\bar{X} = 88.52$, $SD = 5.74$) perceived more maternal acceptance than boys ($\bar{X} = 78.94$, $SD = 13.89$). For maternal rejection, boys ($\bar{X} = 51.00$, $SD = 18.44$) perceived more maternal rejection than girls ($\bar{X} = 39.68$, $SD = 4.6$). Lastly, for maternal control, girls ($\bar{X} = 42.94$, $SD = 5.97$) perceived more maternal control than boys ($\bar{X} = 35.05$, $SD = 3.05$).

4. Conclusion, Discussion and Suggestions

This research attempted to examine the relationship between perceived maternal acceptance- rejection, control and psychological - social adjustment of children. Additionally, this research attempted to explore whether any outcome variables could be affected by mothers' age, occupation, education and the number of birth of children. Based on the literature review, most studies found a significant relationship between perceived maternal acceptance-rejection, control and children's psychological and social adjustment.

The findings support the PARTheory that children cross-culturally experience more parental acceptance than rejection (Rohner, 2005). In the current study, the analyses showed that out of three perceived maternal styles (acceptance, rejection and control) students' reported perceived maternal acceptance as higher than their perceptions of rejection and control. While the mean scores for control of mothers in the range of lax control (28-39), these scores fell near the higher end of this range, indicating a trend

toward warmth control. Regarding the overall psychological and social adjustment, 36 of sample for this research generally appeared to be below the average. However, the level of the children adjustment is not related with mothers' education, occupation and the number of birth children.

This finding is similar to cross cultural studies. The results showed that parental acceptance and rejection significantly associated with psychological and social maladjustment among children and adults regardless gender, age, geography, language or culture (Rohner and Khaleque, 2002). One of the most significant findings of current study was that there is moderate positive correlation between mothers' age and children with psychological and social maladjustment. This speculation is consistent with Erkan and Toran (2010) view that aging has significant negative effect on mothers' rejection behaviors and children's psychological and social maladjustment.

Rohner and Britner (2002) argued that parental rejection positively correlated with behavioral problems, depression, conduct disorder, substance abuse, and mental health (as cited in Yıldırım- Ekmekçi, 2008). Similarly, in current study sample's perceived maternal rejection is also positively correlated with children with psychological and social maladjustment. The highest level of perceived maternal rejection strongly associated with the highest level of children with psychological and social maladjustment. Correspondingly, in a study examining mother and father acceptance-rejection and child adjustment. The study was conducted in 1,247 families from China, Colombia, Italy, Jordan, Kenya, the Philippines, Sweden, Thailand, and the United States. The results indicated that higher perceived parental rejection have small, but nearly universally related to behavioral problems, low level of school performance of children all nine countries (Putnick, Bornstein, Lansford, Malone et al. 2015).

The findings of the study revealed that significant differences are exists perceptions of maternal acceptance rejection and control for boys and girls. Firstly, perceived maternal acceptance of girls is higher than boys' perceptions. In contrary, Bhatti and Khoso (2013) study results showed that low middle class girls perceived less maternal warmth and more maternal aggression than boys' perceptions. One of other studies was done in Turkey. Erkan and Toran (2010) investigate maternal acceptance level of mothers with high and low socioeconomic levels. The results indicated that socioeconomic levels of mother, mother's age and number of children influence on maternal acceptance. However, gender of children is not a key factor for maternal acceptance. In contrary, Polat, Güdücü-Küçükkoğlu and Kobya-Bulut (2013) found that the number and gender of children to be effective in acceptance and rejection of family behaviors. The current study findings also revealed that boys perceived more maternal rejection than girls 'perception. A cross-cultural meta analyses was conducted with 220 studies involving 33,081 participants from 23 nations across five continents. The study results showed that there is no significantly a gender difference in children perceptions (Ali, Khaleque and Rohner, 2015). Similarly, Yıldız (2009) found that gender of children not significantly differences in maternal acceptance and rejection level for mothers with disabled children. Lastly, in the current study, girls perceived more maternal control than boys. In a meta analyses study by Endendijk, Groeneveld Bakermans-Kranenburg and Mesman (2016) conducted based on 126 observational studies in order to examine mothers' and fathers' differential controlling strategies. The research findings showed that girls are more controlling by their parents than boys.

To sum up, in this study the relationship between perceived maternal acceptance-rejection, control and psychological and social adjustment of children at primary school by answering four major research questions described earlier. Regarding to the children's perceptions, it was found that maternal rejection is higher than acceptance in predicting maladjustment. Additionally, there was significant gender differences found in this sample for maternal perception of acceptance-rejection and control. Analyses of relation between the birth number of children and their perceived rejection failed to show significant relationship between each other.

The current study focused on a specific age group, the primary school students who range between 9 and 11 years so the results can only be discussed in relation to this age group. It is recommended for further to study different age groups in order to generalize results.

Also, the present study focused only on the children perceptions of maternal perceived acceptance-rejection and control and their psychological and social maladjustment. It is limited such that fathers' and mothers' acceptance, rejection and control behaviors. These topics could be investigated in future studies.

Another area requiring future explorations related to the issue that the sample failed to answer were regarding demographical information questions. For example, no participant responded to the question regarding total monthly income of their family (total salaries, rent proceeds and other income). This made it impossible to study whether there was a significant role of income. For this reason, in order to get reliable results, for further research, the demographical information form should be obtained from families.

In order to increase reliability and validity of this study, the future research should be conducted with mothers also by using Adult /PARQ/Control Children Version in rural community as well as Karpaz, North Cyprus. The importance of conducting this research also with mothers also is that it is helpful to get information on mothers' acceptance-rejection and control and not only perceptions of children.

In terms of future implications of the current study offers several unique contributions to maternal acceptance, rejection and control research. School counselors and developmental psychologists can use the current findings to identify the incongruence of maternal acceptance-rejection control and children with psychological and social maladjustment. By doing so, they can develop prevention based counseling for parents as well as for children. Additionally they can enhance school - parent cooperation, and develop parent training programs in order to ensure that all children can benefit from positive well-being.

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