ABSTRACT

The purpose of the present study is to examine the “impact of perceived home environment on self-concept, anxiety and adjustment- a study of children”.

The chapter-I of the thesis incorporates the introduction of the dependent (criterion) variables i.e. self-concept, anxiety, adjustment and independent (predictor) variable i.e. home environment.

Self-Concept refers to self evaluation or self perception, and it represents the sum of children’s beliefs about it’s own attributes. Children can have a positive self-concept in some domains and a negative self-concept in others. Research also suggests that each child has a global self-concept that reflects how children evaluate it’s self worth as a whole.

The self-concept is the accumulation of knowledge about the self, such as beliefs regarding personality traits, physical characteristics, abilities, values, goals, and roles. Beginning in infancy, children acquire and organize information about themselves as a way to enable them to understand the relation between the self and their social world. This developmental process is a direct consequence of children's emerging cognitive skills and their social relationships with both family and peers. During early childhood, children's self-concepts are less differentiated and are centered on concrete characteristics, such as physical attributes, possessions, and skills. During middle childhood, the self-concept becomes more integrated and differentiated as the child engages in social comparison and more clearly perceives the self as consisting of internal, psychological characteristics. Throughout later childhood and adolescence, the self-concept becomes more abstract, complex, and hierarchically organized into
cognitive mental representations or self schemas, which direct the processing of self relevant information.

**Anxiety** is a normal reaction to stress. It may help a person to deal with a difficult situation, for example at work or at school, by prompting one to cope with it. When anxiety becomes excessive, it may fall under the classification of an anxiety disorder.

Anxiety in psychology refers to a feeling of dread, fear, or apprehension, often with no clear justification. Anxiety differs from true fear in that it is typically the product of subjective, internal emotional states rather than a response to a clear and actual danger. It is marked by physiological signs such as sweating, tension, and increased pulse, triggers by doubt concerning the reality and nature of the perceived threat, and by self-doubt about one's capacity to cope with it. So the concept of anxiety is a complex phenomenon which has been defined as “unpleasant emotional state or condition which is characterized by subjective feelings, tension, apprehension, and worry, and by activation or arousal of the autonomic nervous system”.

**Adjustment** is the process by which living organism maintains a balance between its needs and the circumstances that influences the satisfaction of these needs. Adjustment is harmonious relationship with the environment involving the ability to satisfy most of one’s needs and meet most of the demands, both physical and social that is put upon one.

Adjustment is continuous interaction of an individual with himself, with other people, and with his world. These factors are constantly acting upon the individual and influence him. The relationship is reciprocal, for the individual is constantly acting up on them as well. An individual may be called adjusted at one time but he may be maladjusted at another time in the same social complex. He may be adjusted to one
aspect of life and not to another, for example, he may be emotionally adjusted but socially maladjusted.

**Home** is a small part of the society where mother is the best promoter for her child she prepares and shapes her child for the broad society and solves their physical as well as psychological problems. Home is the first institution that initiates socialization of a child. Generally home consists of father, mother and children. A child observes each and every thing thoroughly in the home. It is emotionally attached to each member of the family especially to mother. And it is totally influenced by it’s working women or housewives, as both mothers provide different types of home environment.

Current research looks at positive and negative outcomes of working women and housewives (homemakers).

In **chapter-II** review of literature related with variables was discussed. All the relevant studies associated with self-concept, anxiety, adjustment and home environment are incorporated.

**Chapter-III** of the thesis discusses the methodology adopted. A study was carrying out on a sample of 300 children. 150 children were of working women and 150 children were of housewives. The sample was further divided gender wise. There were four groups i.e. boy and girl child of working women and housewives and each group consisted of 75 children. Samples were drawn from the various schools of Aligarh city.

Four scales were used to collect the required information:

2. General Anxiety Scale for Children(GASC) by Mr. Anil Kumar (2003)
3. Adjustment Inventory (AI) by V. K. Mittal (2006)

4. Home Environment Scale (HES) by Ms. Sarla Jawa (1975)

The data was collected from 300 children of working women and housewives. During the process of data collection the above mentioned scales were distributed among 362 children, out of them 324 children returned the questionnaires that were completed in every respect, 38 questionnaires were incomplete so these were rejected. Thus remaining 300 children constituted as a sample of the present study. Proper instructions were given to obtain adequate responses. The researcher assured all the respondents that complete confidentiality of their responses will be maintained and that it will be used for research purpose only. The respondents were requested to read each statement carefully and give response on each and every item. It was also mentioned that there is no right and wrong answer.

In chapter-IV of the thesis data was analyzed in two sections. In the phase ‘A’ ‘t-test’ was used to determine the difference between four groups of children of working women and housewives.

The main findings of t-test were:

1. Both group of children i.e. children of working women and housewives were found to differ significantly in terms of overall self-concepts and its six different dimensions i.e. behaviour, intellectual and school status, physical appearance and attributes, anxiety, popularity and happiness and satisfaction self-concept (table-4.1). The higher mean scores of children of working women on behaviour, intellectual and school status, physical appearance and attributes, popularity self-concept show their positive self-concept on above respective dimensions while higher mean scores of housewives’ children on anxiety,
happiness and satisfaction and overall self-concept show their positive self-concept on above respective dimensions.

2. Table 4.2 depicts that boy child of both working women and housewives were showing significant difference on all six dimensions of self-concept. The two groups also differ significantly in terms of their overall self-concept. Boy child of working women showed high mean score on overall self-concept.

3. The dimensions on which girl child of working mothers and housewives found significantly different were ‘behaviour’, ‘intellectual and school status’, ‘physical appearance and attributes’, ‘anxiety’, ‘popularity’ and ‘happiness and satisfaction self-concept’ (table-4.3). Both the groups also found to differ significantly in terms of their overall self-concept. The girl child of housewives found to have higher and more positive self-concept as compared to those of working women.

4. Both group of children i.e. children of working women and housewives were found to differ significantly in terms of anxiety (table-4.4). The higher mean scores of children of working women show they experienced more anxiety as compared to those of housewives.

5. Table 4.5 shows that boy child of both working women and housewives were showing significant difference on anxiety. Boy child of working mothers showed higher mean score on anxiety as compared to boy child of housewives.

6. Girl child of working women and housewives found were to differ significantly on anxiety (table-4.6). The girl child of working women was found to have experienced more anxiety as compared to girl child of home staying mothers.

7. Both groups of children i.e. children of working women and housewives were found to differ significantly in terms of overall adjustment and its four different
dimensions i.e. ‘home adjustment’, ‘social adjustment’, ‘health and emotional adjustment’ and school adjustment (table-4.7). The higher mean scores of children of housewives on all four different dimensions of adjustment exhibits that they have better adjustment in all areas. Both the groups were also found to differ significantly in terms of their overall adjustment. The children of housewives found to have better adjustment in comparison to children of working women.

8. Table 4.8 shows that boy child of both working women and housewives have significant difference on all four different dimensions of adjustment. The two groups also differ significantly in terms of their overall adjustment. Boy child of housewives showed higher mean score on overall adjustment.

9. The dimensions on which girl child of working women and housewives found significantly different were ‘home adjustment’, ‘social adjustment’, ‘health and emotional adjustment’ and school adjustment (table-4.9). Both the groups were found to differ significantly in terms of their overall adjustment. The girl child of housewives was found to have better adjustment as compared to that of working women.

10. It is evident from table-4.10 that the children of working women and housewives differ significantly on eleven out of thirteen dimensions of home environment. A significant mean difference was found between the two groups in terms of their overall home environment. Children of working women have better home environment than those of housewives mothers.

11. Both groups of boy child of working women and housewives show significant difference on all thirteen different dimensions of home environment. A significant difference was also found between the two groups in terms of their
11. Overall home environment. Boy child of housewives scored higher mean value on overall home environment.

12. Girl child of working women and housewives were found to differ significantly on all thirteen different dimensions of home environment. A significant difference was also found between the two groups in terms of their overall home environment. Girl child of working women scored higher mean value on overall home environment as compared to girl child of home staying mothers.

The main findings of stepwise multiple regression analysis were:

In phase ‘B’ data was analyzed by using stepwise multiple regression analysis to determine different predictors of dependent variable i.e. ‘home environment’. The main findings of analysis include.

1. ‘Critical’ and ‘neglecting’, among children of working women while ‘understanding’ among children of housewives mothers were found significant predictors of ‘behaviour self-concept’ (table-4.13).

2. ‘Socio-economic status’, ‘emotional stability in discipline action’ among children of working women while ‘rapport with parents’, ‘accepting’ and ‘inter-parental relation’ among children of housewives were found significant predictors of ‘intellectual and school status self-concept’ (table-4.13).

3. ‘Critical’, ‘acceptance’, ‘general satisfaction’, rapport with parents’ among children of working women while ‘socio-economic status’, ‘neglecting’ and ‘social isolation’ among children of housewives were found significant predictors of ‘physical appearance and attributes self concept’ (table-4.13).

4. It is evident from table-4.13 that ‘Acceptance’, ‘general satisfaction’, ‘critical’, ‘social isolation’, ‘neglecting’, ‘personal freedom’ were found significant
predictors of ‘anxiety self concept’ among children of both working women and housewives.

5. ‘Critical’, ‘acceptance’, ‘social isolation’ among children of working women and ‘neglecting’, ‘social isolation’ among children of housewives were found significant predictors of ‘popularity self concept’.

6. Table-4.13 suggested that ‘Rapport with sibling’, ‘general satisfaction’, ‘acceptance’, ‘severity in discipline’, ‘understanding’, ‘rapport with parents’, ‘critical’ were found to be significant predictors of ‘happiness and satisfaction self-concept’ among children of both working women and housewives.

7. It is clear from table-4.13 that ‘critical’, ‘general satisfaction’, ‘acceptance’, ‘understanding’, ‘neglecting’, ‘rapport with parents’, ‘rapport with siblings’ and ‘acceptance’ were significant predictors of ‘overall self-concept’ among both the groups of children.

8. ‘Inter-parental relation’ ‘acceptance’ and ‘socio-economic status’, ‘personal freedom’ were significant predictors of ‘behaviour self-concept’ among boy child of working women and housewives respectively (table-4.14).


10. It is clear from table-4.14 that ‘Rapport with parents’, ‘critical’, ‘neglecting’, socio-economic status’ and ‘neglecting’ were significant predictors of ‘physical appearance and attributes self-concept’ among boy child of working women and housewives.
11. It is evident from table-4.14 that ‘Critical’, ‘social isolation’, ‘neglecting’ and ‘acceptance’ were significant predictors of ‘anxiety self-concept’ among boy child of working women and housewives.


14. ‘Understanding’, ‘rapport with parents’ and ‘critical ‘social isolation’ were found to be significant predictors of ‘overall self-concept’ among both the groups of boy child of working women and housewives.

15. It is evident from table-4.15 that the following dimensions of home environment-‘understanding’, ‘Rapport with parents’, and ‘acceptance’, were found to be significant predictors of ‘behaviour self-concept’ among girl child of working women and housewives.

16. Table-4.15 suggested that five dimensions of home environment i.e. ‘neglecting’, ‘social isolation’, ‘critical’, ‘emotional stability in discipline action’ and ‘general satisfaction’ were significant predictors of ‘intellectual and school status self-concept’ among girl child of working women and housewives.

17. Among girl child of working women and housewives ‘understanding’, ‘social isolation’, ‘acceptance’ and ‘inter-parental relation’ were found to be significant predictors of ‘physical appearance and attributes self-concept’.
18. Table-4.15 describes that the four dimensions of home environment i.e. social isolation’, ‘inter-parental relation’, ‘social isolation’ and ‘personal freedom’ were significant predictors of ‘anxiety self-concept’ among girl child of working women and housewives.

19. ‘Understanding’, ‘acceptance’, ‘social isolation’ and ‘general satisfaction’ were found to be significant predictors of ‘popularity self-concept’ among girl child of working women and housewives (4.15).

20. Table-4.15 indicates that ‘rapport with parents’, ‘socio economic status’, ‘social isolation’, and ‘neglecting’ were found to be significant predictors of ‘happiness and satisfaction self-concept’ among girl child of working women and housewives.

21. ‘Acceptance’, ‘understanding’, ‘socio-economic status’, and ‘acceptance’ were found to be significant predictors of ‘overall self-concept’ among both groups of boy child of working women sand housewives.

22. It is clear from table-4.16 ‘general satisfaction’, ‘social isolation’, ‘understanding’, ‘neglecting’, emotional stability in discipline action’ and inter-parental action’ among children of working women whereas ‘general satisfaction’ and ‘acceptance’ among children of housewives were significant predictors of ‘anxiety’.

23. Three dimensions of home environment i.e. ‘critical’, ‘personal freedom’ and ‘severity in discipline action’ among boy child of working women while ‘neglecting’, ‘inter-parental relation’ and ‘rapport with siblings’ among boy child of housewives were significant predictors of ‘anxiety’ (table-4.17).

24. Table-4.18 describes that ‘inter-parental relation’ and ‘rapport with siblings’ among girl child of working women and ‘general satisfaction’ and emotional
stability in discipline action’ among girl child of housewives were found to be significant predictor of criterion variable i.e. ‘anxiety’.

25. From table-4.19 it can be observed that among children of working women four dimensions i.e. ‘understanding’, ‘Critical’, ‘general satisfaction’ and ‘social isolation’ and among children of housewives three dimensions of home environment were significant predictors of criterion variable i.e. ‘home adjustment’.

26. ‘Critical’, ‘acceptance’, ‘social isolation’ and ‘neglecting’ among children of working women while ‘neglecting’ and ‘understanding’ were found to be significant predictors of ‘social adjustment’ among children of housewives.

27. It can be described from table-4.19 that ‘acceptance’, ‘understanding’, ‘general satisfaction’, ‘social isolation’, ‘critical’ and ‘personal freedom’ among children of working women whereas ‘neglecting’ and ‘social isolation’ among children of housewives found significant predictors of ‘health and emotional adjustment’.

28. It is clear from table-4.19 that ‘acceptance’, ‘critical’, ‘understanding’ and general satisfaction’ among children of working women and ‘social isolation’, ‘personal freedom’ and ‘emotional stability in discipline action’ among children of housewives were significant predictors of ‘school adjustment’.

29. ‘Understanding’, ‘acceptance’, ‘general satisfaction’ ‘rapport with siblings’ among children of working women while ‘understanding’, ‘neglecting’, ‘rapport with siblings’ and ‘personal freedom’ were found to be significant predictors ‘Overall adjustment’ among children of housewives.

30. ‘Critical’, ‘inter-parental relation’ and ‘social isolation’ among boy child of working women while ‘inter-parental relation’, ‘social isolation’ and ‘rapport
with parents’ among boy child of housewives were found to be significant predictors of criterion variable i.e. ‘home adjustment’.

31. Table-4.20 describes that the two dimensions i.e. ‘severity in discipline’ and ‘emotional stability in discipline action’ among boy child of working women while ‘general satisfaction’ and ‘socio-economic status’ among children of housewives were significant predictors of ‘social adjustment’.

32. Table-4.20 suggested that two dimensions of home environment i.e. ‘Rapport with parents’ and ‘social isolation’ among boy child of working women whereas ‘neglecting’ and ‘general satisfaction’ were significant predictors of ‘health and emotional adjustment’ among boy child of housewives respectively.

33. It is evident from table-4.20 that ‘personal freedom’ and ‘socio-economic status’ among boy child of working women whereas ‘neglecting’ and ‘social isolation’, among boy child of housewives were significant predictors of ‘school adjustment’.

34. ‘Personal freedom’, ‘acceptance’ ‘inter-parental relation’ and ‘acceptance’ were found to be significant predictors of ‘overall adjustment’ among both the groups of boy child of working women and housewives.

35. It is evident from table-4.21 that the following dimensions of home environment-‘understanding’, ‘inter-parental relation’, ‘social isolation’ and ‘social isolation’, ‘neglecting’ were significant predictors of ‘home adjustment’ among girl child of working women and housewives respectively.

36. Table-4.21 suggests that two dimensions of home environment i.e. ‘rapport with parents’ and ‘social isolation’, among girl child of working women whereas rapport with siblings and ‘general satisfaction’ were significant predictors of ‘social adjustment’ among girl child of working women and housewives.
37. Among girl child of working women and housewives ‘social isolation’, ‘acceptance’ ‘general satisfaction’ and ‘acceptance’ respectively were found to be significant predictors of criterion variable i.e. ‘health and emotional adjustment’.

38. Table-4.21 describes that the ‘severity of discipline’ and inter-parental relation’ among girl child of working women while ‘neglecting’ and ‘general satisfaction’ were significant predictors of ‘school adjustment’ among girl child of housewives.

39. Among girl child of working women ‘understanding’, ‘personal freedom’, and ‘general satisfaction’ were found significant predictors of ‘overall adjustment’ from among both the groups of girl child (table-4.21).

In the chapter-V of the thesis conclusion and suggestions were included. This type of research work can be done on other samples such as children with single parent, children in divorce family and children in nuclear or joint family etc. study on these kinds of samples may lead to some new results which might have wider implications for the area of research.