CHAPTER-1

INTRODUCTION
Background of the Study

In this competitive world scenario, there is an increased need and desire to enhance the level of comfort and luxuries in all spheres of life. It is generally assumed that to achieve this goal it is imperative that both important members of a family i.e., husband and wife, should be working. That could be one of the reasons for the past four decades to have witnessed a significant rise in women’s employment, particularly among women having children in the home. This decisive shift in the primary role of women has sparked considerable academic debate regarding the consequences of mothers’ employment on families, and especially for children.

Mothers of young children are increasing their participation in the professional area as a result of a range of demographic, social, economic and political factors. Findings from the resultant literature are mixed. One set of studies argue that maternal employment is detrimental for child outcomes. For example, Coleman (1988) argues that the most significant negative effect of increasing female labor force participation is on the achievement of children in various areas of life.

A second set of studies find that maternal employment neither affects the quality of the mother child relationship, nor the achievement of children measured in various areas of their life (Muller, 1995). Still other researchers suggest that maternal employment generally has favorable effects on child outcomes. All three of these literatures focus on the quantity of maternal employment, examining how maternal employment shapes children’s life through mothers’ work schedules and work hours, and occasionally mothers’ pay.

Care and love are synonyms for what mothers have given their children since the beginning of time. Child’s care has become a major issue, which tells that children are
in need of love. Mothers who stay at home fill an important need for their children. They are there when their children need them, not at work these mothers putting their children’s needs first (Ribbens McCarthy et al, 2000). So much so, in today’s world mother and child relationship has expanded to include mother as an active manager of the child’s social environment even outside the home.

The early years of child’s life are particularly important for its physical and psychological growth and development. A close and affectionate relationship between the mother and her child plays a crucial role in this vital process. Mother is the primary and often exclusive guardian of her child's welfare she helps in proper nurturing and caring for young children which might be essential for its overall development. Mother who stays at home with her children is able to share more than just time. She strengthens the connection between herself and her child. A mother who works relies on other people to interact with her child, and she is paying a person to love her child therefore important mother and child interactions may be impaired (Willms, 2002).

Childhood is the period of rapid growth and development and is said to be the golden age for the building of personality. These years are said to be of critical importance from the parent point of view, of the whole child in the sense that parents satisfied all the fundamental needs of the child. Hence proper guidance at this crucial phase of life is very important for enhancing their positive self-concept, knowledge and skills in decision making, conflict resolution and management of emotions.

Mothers who are always available at home to welcome the children’s friends to the home, who share joys and sorrows with their children and who have enjoyable times with them are more likely to have well adjusted sons and daughters than are mothers whose relationship with their children is less favourable.
In this way, a responsive mother’s behaviour is what allows children to safely explore environments and that responsive mothering consistently provided in the early year’s puts children on a positive developmental trajectory throughout childhood and adolescence. Mother actively regulates the child’s access to physical and social resources outside the home. Behaviour of mother is a fundamental influence on child development. Childhood is the period during which interactions with mother provide the foundations for development of trust that is an essential element for children to ‘know’ that they can safely explore environments and learn from those explorations.

If children, whose mothers neglect, criticize, punish severely and supervise their outside activities very strictly or at all, were found to be quarrelsome, disobedient, troublemakers in school, quick tempered, tensed and nervous. Therefore, mothers indeed seem to matter where adjustment of children are concerned and breaks in the family caused by separation from mother due to their job leads to emotional instability and give rise to psychopathology in children. When there is strong relationship, no friction between mother and child, presence of companionship between them help children to develop self confidence and emotional control.

Today research on maternal employment adopts an integrated approach that considers maternal well-being, family well-being, and quality of alternative child-care arrangements as indispensable factors that affect the impact of maternal employment on children.

The present research is aimed to study the “impact of perceived home environment on self-concept, anxiety and adjustment-a study of children”. Hence the researcher discusses the following variables i.e., self-concept, anxiety, adjustment and home environment in detail.
Self-Concept

“Self-concept” may be defined as the totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds own understanding to be true about his or her personal existence. Raimy (1943) who first defined self-concept as it is more or less organized perceptual object resulting from present and past self observation. It is what a person believes about himself. The self-concept is the map which each person consults in order to understand himself during the moments of crises or it includes all that a person embraces in I, Me, Mine, and Myself. It is within each person, the core and substance of his experience as human being.

The Oxford Dictionary of Sports Science and Medicine defined self-concept as “all the elements which make up a person's self”. Self-concept represents how a person sees himself or herself.

Self-concept generally refers to “the composite of ideas, feelings, and attitudes people have about themselves” (Hilgard, et. al. 1979).

Actually self-concept is a multifaceted structured, self concept is an organized collection of beliefs, also called self schema, are developed from past experiences and are concerned with one’s personality traits, abilities, physical features, values, goals, and social roles. People have self schema on dimensions that are important to them, including both strength and weakness. Each self schema is characterized by relatively distinct thoughts and feelings.

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.

In more simple terminology self-concept is individual’s attitude towards and belief about themselves. A number of factors determine a person’s self-concept- physical appearance, work habits, athletics abilities or abilities as a parent or mate. People develop a sense of themselves, by combining aspects of their family, marital, occupational, recreational, sexual and gender roles. Self-concept research has shown that what each individual knows about himself and how he sees himself derives from the way in which he has been and is considered by others (role, role expectation, micro images). If one’s own self is falsely assessed this leads to difficulties and conflicts with one’s fellows and the environment.

The self-concept is composed of relatively permanent self assessments such as personality attributes, knowledge of one's skills and abilities, one's occupation and hobbies, and awareness of one's physical attributes. On the other hand many psychologists consider self-concept is a multidimensional construct that refers to an individual's perception of "self" in relation to any number of characteristics, such as academics and nonacademic, gender roles and sexuality, and racial identity, and many
others. Self-concept is presupposes but is distinguishable from self awareness, which is simply an individual's awareness of his self. It is also more general than self-esteem, which is the purely evalulative element of the self-concept.

**Variation of Self-Concept:**

Self-concept is the mental image or perception that one has of oneself. It can be positive or negative. Self-concept helps to make one happy, or unhappy depending upon whether it is positive or negative.

1. **Positive Self-Concept:** People with positive self-concept have been known to succeed better in their life, because they have the confidence in themselves. Positive concept about their outer self allows them to identify with their inner nature so that they truly feel confident and happy.

2. **Negative Self-Concept:** Negative self-concept occurs when, while growing up, they are criticized constantly or cruelly by their peers, parents and other people around them including teachers.

   Self-concept reflects how child evaluates himself or herself in areas in which he or she considers success important. Child can have a positive self-concept in some area and a negative self-concept in others. In contrast, having a negative self-concept during childhood has been associated with maladaptive behaviours and emotions. Many researches also suggest that each child has a global self-concept that reflects how the child evaluates his or her self worth as a whole.

   Self-concept is person’s answers to the question, “who am I?” every person has a mental picture of himself, an opinion about who he is, what he is like. This self image, or self-concept, is extremely important, for what a person thinks about himself
determines how he acts and relates to others. A positive self-concept increases his
ability to love and to be loved. He can relate to others in an open, honest, truly loving
manner, and can serve them unhindered by his own insecurities and needs. He is not
shackled by the past, but realizing he can change, he moves toward the full purpose that
God has for his life, making his own unique contributions and expressing his own
creative ability. He feels worthwhile and good about himself. When problems arise, he
can put himself to the task of solving them. His mind is not divided between coping
with his own anxieties and coping with the problem at hand. Every person has been
created with a need to feel secure and significant; that is, to view himself as accepted,
worthwhile, and competent.

The self-concept is not restricted to the present. It includes past selves and
future selves. Future selves or "possible selves" represent individuals' ideas of what
they might become, what they would like to become, and what they are afraid of
becoming. They correspond to hopes, fears, standards, goals, and threats. Possible
selves may function as incentives for future behaviour and they also provide an
evaluative and interpretive context for the current view of self.

Individual’s beliefs about themselves are not set in concrete but neither are they
easily changed. People are strongly motivated to maintain a consistent view of the self
across time and situations. Thus, once the self concept is established, the individual has
a tendency to preserve and defend it.

**Types of Self-Concept:**

1. **Physical Self-Concept** that is an individual's view of his body, health, physical
appearance and strength.
2. **Social Self-Concept** that is an individual's sense of worth in social interactions.

3. **Temperamental Self-Concept** that is an individual's view of his prevailing emotional state or predominance of a particular kind of emotional reaction.

4. **Educational Self-Concept** that is an individual's view of himself in relation to school, teachers and extracurricular activities.

5. **Moral Self-Concept** that is an individual's estimation of his moral worth; right or wrong activities.

6. **Intellectual Self-Concept** that is an individual's awareness of his intelligence and capacity of problem solving and judgments.

**Components of Self-Concept:**

Carl Rogers believes that self-concept has three different components:

- What you wish you were really like (Ideal self)
- The view you have of yourself (Self image)
- How much value you place on yourself (Self esteem or self-worth)

1. **Ideal Self:** This is the person who would most like to be. This is a description of the values that he feels are the highest he can have and live by. Ideal self is made up of a combination of all the qualities that he most admires in himself and in other people.

2. **Self Image:** It can be defined as the way he sees himself in the present moment. Self-image is a combination of how he sees himself, how others see him and how he thinks others see him. All three may be different. That is, he may see himself in a certain way, he may think others see him in a different way, and, then, others may see him differently from his own perceptions. When his self-image is fully integrated, the
way he see himself, the way others see him and the way he think others see him all are the same, he performs at everything he attempts.

3. Self Esteem: Self esteem can be defined as how much he likes himself and respects himself. His level of self esteem determines his personality, his level of stress, how much enthusiasm and excitement he has in life, how happy he is, how positive he is, and how he gets along with people. Our self esteem is the real measure and monitor of our personality and largely determines everything that happens to us in our interactions and relationships with others.

Factors Shaping the Self-Concept: A variety of sources influence one’s self-concept.

1. Our Own Observation: Our observations of our behaviour are obviously a major source of information about what we are like. Individuals begin observing their own behaviour and drawing conclusion about themselves early in life. Children will make statements about who is the tallest, which can run fastest, or who can swing the highest. Leon Festinger’s (1954) social comparison theory proposes that individuals compare themselves with other in order to assess their abilities and opinions.

Although Festinger’s original theory claimed that people engage in social comparison for the purpose of accurately assessing their abilities, researchers suggest that they also engage in social comparison to improve their skills and to maintain their self image. Thus comparison with others can have immediate effects on one’s self-concept.

People’s observations of their own behaviour are not entirely objective. The general tendency is to distort reality in a positive direction. In other words, most people tend to evaluate themselves in a more positive light than they really merit.
Although the general tendency is to distort reality in a positive direction, most people make both positive and negative distortions. For example, we might overrate our social skill, emotional stability, and intellectual ability while underrating our physical attractiveness. Also, a minority of people consistently evaluate themselves in an unrealistically negative way. Thus, the tendency to see oneself in an overly favourable light is strong but not universal.

2. Feedback From Others: Our self-concept is shaped significantly by the feedback we get from important people in our life. Early on, parents and other family members play a dominant role. Parents give their children a great deal of direct feedback, saying such things as “we are proud of you” or “if you just tried harder, you could do a lot better in math.” Most people, especially when young, take this sort of feedback to heart. Thus, it comes as no surprise that studies find a link between parent’s view of child and the child’s self-concept. There is even stronger evidence for a relationship between children’s perception of their parent’s attitude toward them and their own self views (Felson, 1989).

Children filter feedback from others through their existing self-perception. That is, individuals don’t see themselves exactly as others see them, but rather as they believe others see them. Thus, feedback from others usually reinforces people’s self views.

3. Cultural Values: Our self-concept is also shaped by cultural values. Among other things, the society in which we are reared defines what is desirable and undesirable in personality and behaviour. When individuals meet cultural expectations, they feel good about themselves and experience increase in self esteem and vice versa. Child’s total self-concept is shaped by both cultural and biological factors and formed by the
individual through interactions with the environment. Cross cultural studies suggest that cultures shape different conceptions of the self.

**Basic Assumptions about Self-Concept:**

Many of the successes and failures that people experience in many areas of life are closely related to the ways that they have learned to view themselves and their relationships with others. It is also becoming clear that self-concept has at least three major qualities of interest to peoples:

1. **Self-Concept is Learned:** It is believed that no one is born with a self-concept. It gradually emerges in the early months of life and is shaped and reshaped through repeated perceived experiences, particularly with significant others. The fact that self-concept is learned has some important implications:

   - Because self-concept does not appear to be instinctive, but is a social product developed through experience, it possesses relatively boundless potential for development and actualization.
   
   - Because of previous experiences and present perceptions, individuals may perceive themselves in ways different from the ways others see them.
   
   - Individuals perceive different aspects of themselves at different times with varying degrees of clarity. Therefore, inner focusing is a valuable tool for counseling.
• Any experience which is inconsistent with one's self-concept may be perceived as a threat, and the more of these experiences there are, the more rigidly self-concept is organized to maintain and protect itself. When a person is unable to get rid of perceived inconsistencies, emotional problems arise.

• Faulty thinking patterns, such as dichotomous reasoning (dividing everything in terms of opposites or extremes) or over generalizing (making sweeping conclusions based on little information) create negative interpretations of oneself.

2. **Self-Concept is Organized:** Most researchers agree that self-concept has a generally stable quality that is characterized by orderliness and harmony. Each person maintains countless perceptions regarding one's personal existence, and each perception is orchestrated with all the others. It is this generally stable and organized quality of self-concept that gives consistency to the personality. This organized quality of self-concept has corollaries.

• Self-concept requires consistency, stability, and tends to resist change. If self-concept changed readily, the individual would lack consistency and become dependable personality.

• The more central a particular belief is to one's self-concept, the more resistant one is to changing that belief.

• At the heart of self-concept is the self as doer, the "I," which is distinct from the self-as-object, the various "me's." This allows the person to reflect on past events, analyze present perceptions, and shape future experiences.

• Basic perceptions of oneself are quite stable, so change takes time.
Perceived success and failure affect self-concept. Failure in a highly regarded area lowers evaluations in all other areas as well. Success in a prized area raises evaluations in other seemingly unrelated areas.

3. Self-Concept is Dynamic: To understand the active nature of self-concept, it helps to imagine it as a gyrocompass: a continuously active system that dependably points to the "true north" of a person's perceived existence. This guidance system not only shapes the ways a person views oneself, others, and the world, but it also serves to direct action and enables each person to take a consistent "stance" in life. Rather than viewing self-concept as the cause of behaviour, it is better understood as the gyrocompass of human personality, providing consistency in personality and direction for behaviour. The world and the things in it are not just perceived; they are perceived in relation to one's self-concept.

- Self-concept development is a continuous process. In the healthy personality there is constant assimilation of new ideas and expulsion of old ideas throughout life.

- Individuals strive to behave in ways that are in keeping with their self-concepts, no matter how helpful or hurtful to one self or others.

- Self-concept usually takes precedence over the physical body. Individuals will often sacrifice physical comfort and safety for emotional satisfaction.

- Self-concept continuously guards itself against loss of self esteem, for it is this loss that produces feelings of anxiety.

- If self-concept must constantly defend itself from assault, growth opportunities are limited.
The self-concept evolves through constant self evaluation in different situation. Children and adolescents are continually asking themselves, in effect, “How am I doing?” They argue the verbal and nonverbal reactions of significant people parents and other family members in the early years and friends, schoolmates, and teachers later-to make judgments.

**Aspects of Self-Concept:**

There are many aspects of self-concept which show whether it is positive or negative and favourable or unfavourable. In the present study the researcher has studied six aspects of self-concept of children.

1. **Behaviour:** If a child behaves well with its friends, teachers and with its parents, siblings, it exhibits that it has good and trustful relation with all, it means it has favourable self-concept that are accepted by all in society.

   On other hand, if a child behaves badly with people around it whether in home, school or locality. It is perceived that it has troublesome relation with other. This behaviour of a child shows it has unfavorable self-concept.

2. **Intellectual and School Status:** There are many factors that exert their influence on school status and intellectual ability of students. When a student is more popular amongst his teachers and friends and performs well in study, it means that he is having favourable self-concept. But if a student is failed to maintain a good image in his school due to his poor performance in study it indicates that he has unfavourable self-concept in relation to intellectual and school aspect.
3. Physical Appearance and Attributes: If a child thinks that he is good looking, his eyes are very attractive, and he is well mannered and more popular due to his good behaviour then it indicates the he has positive self concept.

4. Anxiety: If a student becomes very nervous and worried during a class test and show shy behaviour when someone calls him like his teachers and his friends, all this behaviour of a student shows he has unfavourable self-concept.

5. Popularity: In a school there are two types of students- popular and unpopular. One is more popular because he is always ahead in class and has many friends and has positive self-concept. Another is unpopular because it is hard for him to make friends. He is always among the last to be chosen for games, he always thinks that his classmates will make fun of him. This behaviour shows that he has negative self-concept.

6. Happiness and Satisfaction: It is also exhibited from the behaviour of the children whether they have favourable or unfavourable self-concept. If a child has cheerful and happy behaviour and is satisfied with his life it means that he has positive self-concept. On the other hand if someone thinks that he looks very ugly and always dissatisfied with his appearance it means that he has negative self-concept.

Anxiety:

Mandlar and Watson (1966) have proposed that anxiety occurs when an individual is interrupted in the course of executing a desired behaviour sequence and has no alternative course of action available. Some anxiety inevitably arises in the course of daily life and is normal but persistent, intense, chronic, or recurring anxiety not justified by real life stresses is usually regarded as a sign of an emotional disorder.
According to Najhawan (1972) “anxiety is one of the most pervasive psychological states arising from a conflict”. Anxiety leads to disorganization and is observed as disturbances of human functioning, it is true that anxiety has many facets and may be experienced as feeling of vague, uneasiness, fear anger restlessness, irritability etc. (Jersild, 1978). “Anxiety is experienced as a foreboding dread or generalized anticipated fear or feeling of threat in apprehension” (Sharma, 1986).

Anxiety is a psychological and physiological state characterized by somatic, emotional, cognitive, and behavioural components (Ohman, 2000). The root meaning of the word anxiety is “to vex or trouble”, in either the absence or presence of psychological stress, anxiety can create feelings of fear, worry, uneasiness and dread. Anxiety is considered to be a normal reaction to a stressor. It may help a person to deal with a difficult situation by prompting one to cope with it. When anxiety becomes excessive, it may fall under the classification of an anxiety disorder. The intensity and reasoning behind anxiety determines whether it is considered a normal or abnormal reaction. The meaning of anxiety is that it eliminates complacency. The purpose of anxiety is that it facilitates change.

Anxiety is a generalized mood condition that can often occur without an identifiable triggering stimulus. As such, it is distinguished from fear, which is an emotional response to a perceived threat. Additionally, fear is related to the specific behaviours of escape and avoidance, whereas anxiety is related to situations perceived as uncontrollable or unavoidable. An alternative view defines anxiety as a future oriented mood state in which one is ready or prepared to attempt to cope with upcoming negative events, suggesting that it is a distinction between future versus present dangers which divides anxiety and fear.
Anxiety in psychology is a feeling of dread, fear, or apprehension, often with no clear justification. The concept of anxiety is a complex phenomenon which has been defined as unpleasant emotional state or condition which is characterized by subjective feeling, tension, apprehension, and worry and by activation or arousal of the autonomic nervous system.

**Conceptualization of Anxiety:**

Anxiety is often a diffuse, unpleasant and uncomfortable feeling of apprehension, accompanied by one or more bodily sensation that receives in the same manner in the person, it is an altering signal that warns an individual of imminent danger and enables him to take manner to deal with it. Anxiety or fear arousing stimulus may be internal, external, immediate or future, definite or vague, conflictual or non conflictual in nature. According to Hallam (1992) anxiety is a word used in everyday conversation and refers to a complex relationship between a person and his situation. It may refer to.

- The behaviour of the person.
- Appraisal of the response and its effect.
- Intention of the person.
- Evaluation of the recourses available for dealing with it.

There is no single set of biological or psychological process that defines anxiety and it is also not possible to consider anxiety purely in objective terms, that is, as a state of the organism. This is because the concept of anxiety is used differently by different people, and even the same person may use anxiety differently on different occasions.
Perspectives of Anxiety:

There are two ways of conceptualization of anxiety, behavioural and non-behavioural.

1. Behavioural Perspective: When anxiety defined from a behaviour perspective, it is taken as a set of responses involving a combination of cognitive and physiological responses as well as the external stimuli and related situation. This physiological state of anxiety is associated with increased activation of the sympathetic pathways of the autonomic nervous system and prepares the body for vigorous muscular activity. It usually includes

- Accelerated heart rate and an increase in the blood volume being pumped with each beat.
- Sweating which triggers arise in skin conductivity.
- Rapid respiration.
- Inhibition of salivations, stomach contraction, digestive secretion.
- Dilation of pupils and inhibition of tear glands

These actions are often expressed by the patients as “trembling” “pounding heart” “knot in the stomach” and so on. They are accompanied by a rise in muscular tension throughout the body resulting in fatigue.

In addition to the foregoing physiological or somatic patterning that indicates the anxiety level in an individual, it also accounts for the following interpretation.

- Subjective interpretation of these responses.
- Individual beliefs about the situation they encounter.
• Their inferred ability to deal with their challenges.

The subjective distress may take the form of vague feelings to terror, threat or impending disaster/ catastrophe as seen in panic attacks or generalized anxiety disorder. Further, particular thoughts and images may also be recalled by phobic individual, for example those individuals who have agoraphobia may report night mares of having a panic attack. Sometimes in the future and they may not be able to deal with it.

2. Non-Behavioural Perspective: From the non behaviour perspective ‘anxiety’, is understood, either in terms of the stimulus situation which may give rise to anxiety, or as a trait or characteristic of the individual’s personality. It is generally agreed that Freud was the first psychologist who actually present a comprehensive view of the nature of anxiety. Freud (1936) considered anxiety as “something felt, a fundamental unpleasant affective (emotional) state or condition characterized by apprehension or anxious expectation, all that is covered by the word nervous and different discharge phenomenon” For Freud, anxiety resulted from the discharge of repressed, somatic sexual tension known as Libido. When libidinal energy was blocked from normal expression, anxiety occurred; later on he modified the view and emphasized the fundamental utility of anxiety to the ego. After words he regarded anxiety as an internal reaction which served as a signal to indicate the presence of a danger situation.

Freud (1936) in his writings differentiated between objective anxiety and neurotic anxiety by the presence or absence of an objectivity threatening stimulus. Objective anxiety was considered by him as the response to a realistic threat (an oncoming car in the wrong lane, the sound of footsteps in a dark) where as neurotic anxiety was taken to be an irrational response to an internal conflict which had no objective or realistic base (fear of aggressive impulses). Similarly, a differentiation is
made between fear and anxiety, fear being regarded as a response to an identifiable threat (such as closed space, darkness, or height) and anxiety regarded as a response to a threat which cannot be easily delineated (such as interpersonal anxiety experienced during social encounters).

Freud identified three types of anxiety:

- **Neurotic Anxiety** is the unconscious worry that we will lose control of the id's urges, resulting in punishment for inappropriate behaviour.

- **Reality Anxiety** is fear of real-world events. The cause of this anxiety is usually easily identified. For example, a person might fear receiving a dog bite when they are near a menacing dog. The most common way of reducing this anxiety is to avoid the threatening object.

- **Moral Anxiety** involves a fear of violating our own moral principles.

  In order to deal with this anxiety, Freud believed that defense mechanisms helped shield the ego from the conflicts created by the id, superego and reality.

**Effects of Anxiety:**

1. **Physical Effects:** They may include heart palpitations, muscle weakness, tension, fatigue, nausea, chest pain, shortness of breath, stomach aches, or headaches. The body prepares to deal with a threat: blood pressure and heart rate are increased, sweating is increased, blood flow to the major muscle groups is increased and immune and digestive system functions are inhibited. External signs of anxiety may include pale skin, sweating, trembling and papillary dilation. Someone who has anxiety might also experience it as a sense of dread or panic attacks.
2. **Emotional Effects:** They include feelings of apprehension or dread, trouble concentrating, feeling tense or jumpy, anticipating the worst, irritability, restlessness, watching and waiting for signs and occurrences of danger, and, feeling like mind's gone blank as well as nightmares/bad dreams, obsessions about sensations, a trapped in your mind feeling, and feeling like everything is scary.

3. **Cognitive Effects:** They may include thoughts about suspected dangers, such as fear of dying because of chest pains and some time shooting pain in head due to the result of a tumor or aneurysm. Individual feels an intense fear when he thinks of dying, or he may think of it more often than normal, or can’t get it out of his mind or his cognition.

4. **Behavioural Effects:** Behavioural symptoms of anxiety include pacing, trembling, general restlessness, hyperventilation, pressured speech, hand wringing, and finger tapping.

   Behaviour can be affected in the form of withdrawal from situations where unpleasant effects of anxiety have been experienced in the past. It can also be affected in ways which include changes in sleeping patterns, nail biting and increased motor tension, such as foot tapping.

**Types of Anxiety:**

1. **Existential Anxiety:** The Theologian Paul Tillich (1952) characterized existential anxiety as "the state in which a being is aware of its possible non-being and he listed three categories for the non-being and resulting anxiety:

   - Ontic (fate and death)
   - Moral (guilt and condemnation)
• Spiritual (emptiness and meaninglessness)

According to the last of these three types of existential anxiety, i.e. spiritual anxiety is predominant in modern times while the others were predominant in earlier periods. He argues that this anxiety can be accepted as part of the human condition or it can be resisted but with negative consequences. In its pathological form, spiritual anxiety may tend to drive the person toward the creation of certitude in systems of meaning which are supported by tradition and authority even though such undoubted certitude is not built on the rock of reality.

2. Test and Performance Anxiety: An optimal level of arousal of anxiety is necessary to best complete a task such as an exam, performance, or competitive event. However, when the anxiety or level of arousal exceeds that optimum, the result is a decline in performance.

Test anxiety is the uneasiness, apprehension, or nervousness felt by students who had a fear of failing an exam. Students who have test anxiety may experience any of the following: the association of grades with personal worth; fear of embarrassment by a teacher; fear of alienation from parents or friends; time pressures; or feeling a loss of control. Sweating, dizziness, headaches, racing heartbeats, nausea, fidgeting, and drumming on a desk are all common. Because test anxiety hinges on fear of negative evaluation, debate exists as to whether test anxiety is itself a unique anxiety disorder or whether it is a specific type of social phobia.

While the term "test anxiety" refers specifically to students, many workers share the same experience with regard to their career or profession. The fear of failing at a task and being negatively evaluated for failure can have a similarly negative effect on the adult.
3. **Stranger and Social Anxiety**: Anxiety when meeting or interacting with unknown people is a common stage of development in young people. For others, it may persist into adulthood and become social anxiety or social phobia. "Stranger anxiety" in small children is not a phobia. Rather it is a developmentally appropriate fear by toddlers and preschool children of those who are not parents or family members. In adults, an excessive fear of other people is not a developmentally common stage; it is called social anxiety. According to Cutting (1997) social phobic does not fear the crowd but the fact that they may be being judged negatively.

Social anxiety varies in degree and severity. While for some people it is characterized by experiencing discomfort or awkwardness during physical social contact (Embracing, Shaking Hands, etc), in other cases it can lead to a fear of interacting with unfamiliar people altogether. There can be a tendency among those suffering from this condition to restrict their lifestyles to accommodate the anxiety, minimizing social interaction whenever possible. Social Anxiety also forms a core aspect of certain personality disorders, including Avoidant Personality Disorder.

4. **Trait Anxiety**: This form of anxiety is a relatively stable aspect of the personality. In their behaviour, individuals who present an anxiety trait will tend to have an attitude reflecting their perception of certain environmental stimuli and situations as dangerous or threatening. In practice, the anxious perceptive style of these persons will eventually become pervasive, extending to and influencing other areas of experience, and in effect finally becoming a characteristic of the personality. Those who show a more developed anxiety trait are much more prone to reacting to a large number of stimuli and will tend to worry also in situations which for most individuals would not represent a source of threat. These individuals are more likely to present state anxiety in circumstances with
low anxiety-generating potential, such as normal day to day activities, and will probably experience higher levels of state anxiety in the presence of anxiety generating stimuli.

5. State Anxiety: State anxiety manifests itself as an interruption of an individual’s emotional state, leading to a sudden subversion of one’s emotional equilibrium. A person experiencing ‘state’ anxiety will feel tension or worry or might enter a state of restlessness. In such moments, the individual may feel very tense and easily react or over react to external stimuli. State anxiety involves activation of the autonomous nervous system and the consequent triggering of a series of physiological reactions and conditions. High levels of state anxiety are particularly unpleasant, disturbing and can even be painful to the point of inducing the person to engage in adaptive behaviour aimed at ending these sensations. However, these adaptive reactions may not be successful in attaining their goal and other behaviour patterns may become manifest - this time of the maladaptive type which can result in the opposite effect: a further increase of anxiety, which can trigger a pathological vicious circle.

6. Choice or Decision Anxiety: Anxiety induced by the need to choose between similar options is increasingly being recognized as a problem for individuals and for organizations: Today we’re all faced with greater choices, more competition and less time to consider our options or seek out the right advice.

7. Paradoxical Anxiety: Anxiety arising from use of methods or techniques which are normally used to reduce anxiety. This includes relaxation or meditation techniques as well as use of certain medications. In some Buddhist meditation literature, this effect is described as something which arises naturally and should be turned toward and
mindfully explored in order to gain insight into the nature of emotion, and more profoundly, the nature of self.

8. Basic Anxiety: This term was used by the psychologist Karen Horney (2008) to explain the ramifications of poor parenting. Basic anxiety is deep insecurity and fear that have developed in the child because of the way they were treated by their parents. It is developed because of the conflict with dependency and hostility towards mom, dad, or both. He argued that a child is tied to his or her parent because of dependence, not sex (as Sigmund Freud would argue). The child is dependent on the mother and father for food, shelter, and the basic needs. However, the child realizes that no matter how terrible mother and father treat him or her, he or she has nowhere to go because they are so dependent on the parents (Terry, 2003).

9. Separation Anxiety: This is a normal developmental stage experienced by a child when separated from the primary caregiver (mother). It typically manifests itself as anxious and distress when a child is away from a mother or from home. Because children who develop separation anxiety are unwilling to be away from mother, they may become isolated from other children and have difficulty in making friends and maintaining friendships. Resistance to attending school can lead to excessive absence and an impact on a child’s schoolwork and academic progress. Children with separation anxiety are more at risk for panic disorders, agoraphobia, and full blown school phobia. Additionally, left unattended, fears and uncertainty about trust, love and security can have a negative effect on a child’s ability to develop healthy relationships. Mother’s employment status, by itself, is unlikely to impede a child’s social and emotional development (Gottfried and Gottfried, 2006). Employed mother’s children may be left alone or in the hands of domestic assistants who are not trained in child care. As a
result, some of them feel lonely, even neglected, and become anxious (Chatterjee, 2007).

Some specific effects of separation anxiety on children when they are away from their mothers include:

- **Isolation**: children may limit activities due to fear of separation.
- **Detachment**: as they age, children may recognize their fears as unusual and separate themselves from others.
- **Related Disorders**: agoraphobia, panic disorder and school phobia are far more likely to affect children who have separation anxiety disorder or a history of it.
- **Difficulty in Developing Relationships**: without a sense of security and trust in other people, children may have a hard time connecting with others, whether they are friends, relatives or teachers.

**Manifestation of Anxiety:**

Anxiety manifests itself differently in different persons. In some, it has an effect on the cardiovascular system (palpitation, sweating), in others on the gastrointestinal system (vomiting, diarrhea), and in some on the genitourinary system (increased urination frequency). In addition to these manifestations, anxiety may be seen in muscle tension, headache. Anxiety is a chronic feeling of discomfort due to repeated stimuli that activate the autonomic nervous system and create an excessive discharge in the visceral and motor system.

The interest in research on anxiety disorders in children has grown enormously during the past two decades (Muris, 2006). Some time, indeed, children become anxious because of a subtle difference in a mother’s tone of voice. From the very start
of life the only child is undoubtedly at an increased risk as far as anxiety is concerned. So mothers should have to pay attention to their child’s brought up, because it is an important age of children. The upbringing of their mothers is also responsible for the improvement in various skills. Biederman et al. (1990) indicate that inhibited children, compared to uninhibited children, more frequently displayed the clinical symptoms of multiple anxiety disorders.

Children, adolescents and adults experience anxiety in different forms, this is visible in some and can be inferred in others from physiological and psychological responses thus it can be said that in response to the same stimuli anxiety varies in terms of frequency and intensity.

**ADJUSTMENT**

Every individual in this word constantly strives to meet his needs. The environmental pressures force him to behave in certain ways. The interaction of the individual with his environment represents the dynamic state of equilibrium, disequilibrium between the exigencies of his personal needs and situational demands. This “effectiveness of individual’s efforts to meet his needs and adapts to his environment” is called “adjustment” (Coleman 1956).

English and English (1958) defines “adjustment as a condition of harmonious relation to the environment wherein one is able to obtain satisfaction for most of one's needs and to meet fairly well the demands of physical and social nature”.

Shaffer (1961) emphasized that adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs.
The term ‘adjustment’ is often used as a synonym for ‘accommodation’ and ‘adaptation’. Kulshrestha (1979) explained that the “adjustment process is a way in which the individual attempts to deal with stress, tensions, conflicts etc., and meet his or her needs”. In this process, the individual also makes efforts to maintain harmonious relationships with the environment.

An adjustment is the process by which living organism maintains a balance between the needs and the circumstances that influence the satisfaction of these needs. Accordingly the process of adjustment has two primary elements, needs and conditions. Factors that influence these needs also can either be inside the individual or outside of him. Factors inside the individual influence are his physical and mental states, capacity, attitude, interests, etc.

Factors arising from outside the individual are usually geographic conditions, social conditions, political and cultural influences and these conditions and circumstances can help as well as fulfill individual’s requirement. In this manner, the nature of influences upon person’s need can be of two kinds–favourable and unfavourable. Favourable influences help in the fulfillment of needs while unfavorable influences hinder their satisfaction.

**Nature of Adjustment:**

Broadly speaking the process of need discovered arousal and satisfaction may be called adjustment. While observing the behaviour of any person from morning till evening, we will find that most of behaviour represents attempts to fulfill his needs which may be physical, psychological or social. Since the process of need arousal continues throughout the life of human beings, they accomplish it fairly or badly in different ways during their life time.
Historically, the concept of adjustment (adaptation) was biological and the biological term adaptation, which refers to efforts by a species, to adjust to changes in the environment. Just as a person has to adjust to changes in circumstances such as a new job, a financial setback, or a loss of loved one. It was the corner stone of Darwin’s theory of evolution. Darwin maintained that only those organisms survive that are best fitted to adapt to the hazards of the every changing physical environment. He profound the theory of “survival of fittest” in to continue struggle going on among different living beings. The behaviour of organism can described as reactions to a variety of demands or pressures that are brought to bear upon them in their environment. A great deal of human behaviour can be explained in terms of human action as adaptation to various kinds of physical demand. They also adjust to psychological demands that emerge in the interactional process with other persons in the society.

The biologically originated concept of adaptation was borrowed by psychologists and renamed as adjustment, because they are primarily more concerned with psychological adjustment than physical adaptation of human beings in society. Thus, adjustment refers to “the psychological processes through which people manage or cope with the demands and challenges of everyday life”.

Adjustment may be defined as “a state of life when the individual is more or less in harmony with personal biological, social and psychological needs and with the demands of the physical environment”.

Another definition of adjustment given by Wolman says, “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”
The word adjustment has been described in many ways by different psychologists, biologists, mental hygienists and behavioural scientists. Biologists take adjustment in terms of adaptation to the physical world. The mental hygienists take more personal view of the adjustment process and consider it to be the need for a person’s adjusting to himself, understanding his strength and limitation, facing reality and achieving a harmony with in himself (Kaplan, 1975).

Social aspect of adjustment requires that the individual should achieve a reasonable compromise between his drive for self realization and the demands of the society in which he lives.

Clinical Psychologists consider an organized behaviour to be adjusted behaviour and therefore, freedom from fears, obsessions, phobias, hostilities complexes and other pathological symptoms.

Counseling Psychologists, while dealing with a maladjusted person try to bridge the gap between the real-self and ideal-self of the person.

Personality Psychologists define adjustment on the basis of self-concept or self picture of the individual which should be in accordance with reality. Adjustment is the process of meetings life’s problem, and is personality and the self-concept aspect of personality in action.

Some Psychologists have approached adjustment from quite a different angle and defined it in terms of integration of separate responses or acts “large units of behaviour in which several separate acts or responses are joined or integrated are called adjustment.
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.

Criteria against which adjustment is evaluated either as good or bad are provided by a particular cultural context, based on its value system or value system naturally differ to one another.

In short it can be said that his behaviour is not disturbing to himself and to the people around him. A maladjusted person behaves in a way which is severely disturbing to himself and to the member of the society.

**Criteria of Adjustment:**

We can identify four main classes of criteria for evaluating the adequacy of adjustment.

- **Psychological Comfort:** one of the most compelling signs of adjustive failure is that a person is psychologically uncomfortable in some way.

- **Working Efficiency:** another sign of adjustive difficulties or is impaired ability to make full use of occupational or social capacities or skills. Carlson and Lazarus (1953) harassed subjects in the experiment (or stressed) group, resulting in a performance cure considerable below that of a control (unstressed group).

- **Physical Symptoms:** sometimes the only evidence of inadequate adjustment appears in the form of damage of body tissues.

- **Social Acceptance:** some kinds of adjustment are socially acceptable and have quite useful meaning. For example in the Samoan culture, it is considered quite normal and acceptable for adolescent boys and girls to engage in homosexual
activity prior to marriage. In our own society, however, we look upon homosexual behaviour as reprehensible and even pathological.

**Views of Adjustment:**

To understand the psychological concept of adjustment it is necessary to adopt some more or less consistent viewpoint concerning basic human nature.

**The Moral View:** Every society in the course of its development evolves certain moral values which are transmitted to the next generation. These moral values provide guidelines for human behaviour and criteria for evaluating the quality of one’s adjustment in society.

Freud took the position on human moral nature that the people are governed by instinctive or biologically based forces of the negative type. He emphasized the importance of the adoptive and rational capacities of human beings. Neo Freudians place less emphasis on the biological or innate components of basic human needs. They are concerned more with needs provided by the demands of the interpersonal and social environment in the humanistic view people seen not as innately evil but as good.

**The Phenomenological View:** According to the phenomenologist human behaviour can only be understood through the internal frame of reference of the behaviour. Phenomenologists argue that it is not possible to decide for another person which behaviours are adjustive and which is not. Only the behaving individual can evaluate the adequacy of his behaviour using his own unique frame of reference.

**Social Learning View:** Social learning approaches study the problem solving or coping behaviour. Coping is meant the degree, to which individuals can able to meet and master at least three challenges to their existence,
• Direct challenges from the physical environment.

• Challenges stemming from their limitations.

• Interpersonal challenges from the environment.

**Process of Adjustment:**

• **Motive:** Character and purpose of human responses depend on the nature of motivation. A motive is a pattern of need impelled, goal directed activity act is the behaviour stimulated by the need and directed toward a goal, and goal is anything that can satisfy the need and terminate the act. White (1959) proposed that a good deal of human behaviour can be understood in terms of motivation or need patterns.

• **Frustration:** Understanding of adjustment and mental stability linger to an important degree on the nature, characteristics, and outcomes of frustration. Frustration is an interference with goal directed behaviour. Maslow and Mittleman (1951) conceive of frustration as involving danger to the integrity of personality, the lowering of self esteem, or danger to the feeling of security. Thus in the light of adjustment process frustration is the subjective experience of the blocking or hindrance with adequate and affecting adjustment.

• **Conflict:** Cameron and Magaret (1951) explain the situation of conflict as resulting from a “mutual interference of compatible reaction. The outcomes of mental conflict are utilized for the development of moral strength and character. In less stable person they lead to emotional upsets, disorganized behaviour, personality disintegration, chronic frustration, and the development of disabling symptoms.

• **Anxiety:** Anxiety is a very important concept in adjustment; it refers to arousal caused by threat to one’s well being. From childhood onward, parental control,
social prohibition, and one’s own self reaction may interrupt or deflect the course of patterned behaviour or alter its character. “Anxiety is the predominantly covert skeletal and visceral reaction which excitement”.

**Defense:** Ego defense operations, play an important part in the process of adjustment, every human being is beset with numerous demands and pressure either from within himself or from external reality that threaten the security of ego (or self). The patterns of behaviour which are employed for protection against anxiety and do tend to operate in an automatic way are called defense. “The adjustment mechanisms are acquired habits they are learned by means of satisfying the underlying needs and reducing tension”.

**Learning:** The development of complex social behaviour and adjustment is always dependent upon learning purpose or incidental. Human beings are not born with dominant attitude of hostility, resentment, and withdrawal or anxious over concern; they learn them in social exchange with others.

Learning is usually defined as a process, originating an activity, a relatively stable change in the behaviour that is free from the influence of pathological conditions and maturation (Hilgard 1956). In the process of adjustment many such relatively stable changes have to be incorporated in the repertoire of behaviour.

To sum up it may be stated that the process of adjustment requires an understating of the nature motivating forces characteristics of reactions to frustration, proper resolution of conflicts maintaining anxiety and stress at an intensity that may be best conducive to a useful level of derive, relative freedom from bondage of different defense mechanism.
The field of personality and adjustment are close because the process of adjustment stands on the stable structure of personality. And personality has to do with the consistent ways in which the person adjusts to the environment (Lazarus, 1963).

To have problems of adjustment is a part of human destiny because man has infinite number of needs to satisfy with resources that are very scarce and these circumstances present obstacles where in “a person’s ongoing motivated behaviour is temporarily or permanently prevented from reaching consummation.

**Types of Adjustment:** Following four types of adjustment were studied by the researcher in the present study.

1. **Social Adjustment:** Mothers continue to play an important regulatory role as gatekeepers and monitor of children’s social choices, social contacts and social adjustment, even in adolescence (Mounts 2000). However, researchers recently have recognized that in the managerial domain, as in other parts of the mother child relationship, children as well as mother plays an active and influential role in shaping decisions about children’s social adjustment and social contacts (Kerr and Stattin 2003).

Following are the some important facets of social environment which showed association with adjustment and maladjustment among the children.

- The intensity and extensity of adjustment problems are more in lower age.
- Groups and lesser trends are observed in high age groups.
- It has been found that number of adjustment problems decreased as the educational level of the students increased.
• Low socio-economic background is associated with large number of problems whereas the middle and the high socio-economic groups are seen to have lesser problems i.e., better adjusted.

• In urban setting trend of adjustment problems in almost all the areas of adjustment is associated i.e., larger number of problems in urban than the rural and semi urban. But these differences are not statically significant.

2. **School Adjustment:** As children start school they are faced with many challenges. Personal challenges occur as children take on a new identity and the behaviours and demands of being a school child. Adjustment to schooling is influenced by their parents and their occupation, and many varieties of personal and family characteristics, societal trends, contextual and life experiences (Reynolds, Weissberg and Kasprow, 1992).

   In addition to the cognitive and academic challenges schools expose children to an informal curriculum. Children are expected to obey rules, cooperate with their classmates, respect authority and become good citizens. And much of the influence that peers have on developing children accrue in the context of school related activities and depends critically on the quality of child’s school experience (Brody et. al., 2002).

   Successful adjustment to school depends on how much time their mothers are giving to their children and it depends upon whether she is housewife or employed mother and on past experiences that the children have with their home environment and on children possessing the skills and knowledge to respond to the demands of the school setting. Parental levels of employment, and socio-economic status impacted on school adjustment. Research has identified possible associations between several family variables like mother occupation, parental support and school adjustment.
When children exhibit a range of social skills associated with cooperation, initiating interactions or assertion, and self control, they are more likely to adjust easily to school. Difficulties are likely to arise in school adjustment when children are: non compliant, disorganized by their mothers, distractible or when they are anti social and have difficulty considering the rights of others. It is the interaction of the child's personal characteristics and their experiences that ultimately determines how a child adjusts to school.

3. **Home Adjustment:** Every member of the family occupies a vital position in the interaction map of the child but among them the role of the mother is very important and varied. According to Mussen (1963) among the various agents of socialization in the family, mother plays a distinct and important role in the development of personal characteristic, social behaviour and emotional adjustment, motivation and many of such traits.

The notion of mothers assuming responsibility for raising children is being challenged by changes to family structure, work patterns and the availability of mother for child care at home. These home and societal trends have implications for children’s development and particularly their adjustment to home. Thus a child’s experiencing different types of parental and non parental child care and it is concerned about the influence of different types of care on children’s development and their progress in home.

The personality characteristics of the “better” and “poorly” adjusted adolescent would bring out distinctively that in general, the child who is well adjusted to home encounters few difficulties in meeting the demand of life in home. Radke (1946) reported that harmonious, calm and happy home makes the child cooperative and
socially acceptable and Kour (1999) has also found that there was positive relationship between emotional security and home adjustment. So it is quit proper to think about the home as an agent of socialization that is likely to affect children’s social and emotional development.

4. Health and Emotional Adjustment: Health and emotional adjustment also referred to as personal adjustment or psychological adjustment is the maintenance of emotional equilibrium in the face of internal and external stressors. This is facilitated by cognitive processes of acceptance and adaptation. An example would be maintaining emotional control and coping behaviour in the face of an identity crisis. This capacity is an important aspect of mental health and where it is compromised, or not developed, psychopathology and mental disorder can result.

   Mental or emotional adjustment refers to child’s overall psychological well being. It includes the way he feels about self, the quality of his relationships, and his ability to manage his feelings and deal with difficulties. Good mental health isn't just the absence of mental health problems. Being mentally or emotionally healthy is much more than being free of depression, anxiety, or other psychological issues. Rather than the absence of mental illness, mental and emotional health refers to the presence of positive characteristics. Similarly, not feeling bad is not the same as feeling good. While some people may not have negative feelings, they still need to do things that make them feel positive in order to achieve mental and emotional health.

   Children who are mentally and emotionally healthy have:

   • A sense of contentment.
   • A zest for living and the ability to laugh and have fun.
• The ability to deal with stress and bounce back from adversity.
• A sense of meaning and purpose, in both their activities and their relationships.
• The flexibility to learn new things and adapt to change.
• A balance between work and play, rest and activity, etc.
• The ability to build and maintain fulfilling relationships.
• Self confidence and high self esteem.

Children also have emotional needs for relationships and positive connections to others. Social interaction specifically talking to someone else about their problems can also help to reduce stress. The key is to find a supportive relationship with someone who is a “good listener” someone can talk to regularly, preferably face-to-face, who will listen to children without a pre-existing agenda. A good listener will listen to the feelings behind child’s words, and won’t interrupt or judge or criticize child.

**Home Environment**

The term “Environment” means, “All conditions, forces and external stimuli which impinge upon individual’s behaviour and these may be physical, social, as well as intellectual forces and conditions”. Each human’s environment has characteristics that affect the behaviour of people in many ways. Moos (1974) has described it “like people environment have unique personalities”. Just as it is possible, it characterizes a person personality, environment can be similarly portrayed with a great deal of accuracy and detail. Some people are supportive, some man feels the need to control others, similarly, some environments are extremely controlling. Order and structure are important to many people, correspondingly many environments emphases regularity system and order.
A 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. He is emotionally attached to each member of the family especially to mother and he is totally influenced by working or housewife mother as both mothers provide different types of home environment. Home is considered as critically important in providing children with stimulation, support and nurturance.

The notion of home concerns the cultural, demographic and psychological meanings we attach to this physical structure. The environment psychologist Altman, (1975) distinguishes five dimensions of home that are permanent vs. temporary, differentiated vs. homogenous, communality vs. non communality, and identity vs. communality, openness vs. closeness. These dimensions are assumed to vary across cultures; however, the psychological effects of these variations are largely unknown.

The home is the laboratory in which the cohesions within and between individuals are nurtured and strengthened into permanent personality trait. The goals toward which the home strives in the production and preservation of healthy personality are the family equivalents of motives of the individual.

Good home is the principal context in which child development occurs, it is one of several environments or ecological systems that influence children’s lives (Rich, 1998). Home plays an important role in the personality development of children, is undergoing structural, emotional and interactional transformation. Home occupies the first and the most significant place for the development of the child and it is the first environment with which children interact from birth take place where family member’s mothers, fathers and children interact and influence each other both directly and indirectly (Minuchin 2002).
The term “home environment” refers to all the objects, forces and conditions in the home which influence the child physically, intellectually and emotionally (Muola, 2010). Home environment focuses primarily on living arrangements, households crowding and family relationship.

**Determinants of Home Environment:**

Home environment in the opinion of Epstein and Franklin (1970) “is a social, cultural and physical condition. It is one of the most important sources to develop one’s personality.”

These three determinants i.e. social, cultural and physical conditions play a critical role in children’s development. The extent to which these conditions lead to healthy development depends upon the qualities of stimulation, mothers’ support, and nurturance in the home environments in which children live, learn and grow (Richter, 2004).

1. **Social Conditions:**

   For maintaining a good environment in home it is very important how much their members are sociable and cooperative with each other, how much parents give time to their children in spite of both mothers and fathers are in job. Mostly in dual earning family children felt social isolation and neglect and have very little rapport with their parents because parents don’t have time to spend with their children.

2. **Cultural Conditions:**

   There is an intimate relationship between development of home environment and its culture. Hence cultural changes involve family change accordingly. Cultural factors such as values, attitudes, ideologies, etc. play a vital role in influencing environment of home. Culture plays a major role in acceptance or rejection of any change in home
environment, like in our country some communities and castes do not approve that women go outside home for doing job; they believe that it goes against their value system.

3. Physical Conditions:

There should be proper physical conditions of home environment for good and healthy development of all family members such as in which type of locality they have their home, they have big or small home, how many rooms are there and so on but it all depend on socio-economic status of family. In a family if both father and mother are in job they can maintain good physical condition which is very important for their growing children.

Home environment is the quality and quantity of the cognitive, emotional and social support that has been available to the children within the home and connotes the psychological environment of the home. The total home environment refers to both positive and negative conditions which interact with each other, either favorable or unfavorable to determine home environment to be better or poor. Research on the emotional quality of the parent children relationship suggest that parental rejection is associated with internalizing problems including symptoms of anxiety, depression, maladjustment and impaired self-concept among their children. On the other hand reward and punishment helps to communicate to the child, his parent’s perception of him, and other significant people in his life.
The Main Ideas That Guide Our Thinking About Home Environment Are As Follows:

- The home environment is the main setting for the experiences of the child, particularly the young child.

- The home environment is a dynamic set of relationships among all the people who live in the home.

- Children’s behaviour, ideas, thoughts and fantasies affect the lives of those with whom they live.

- The behaviour, ideas, thoughts, fantasies, occupation and qualification of father and mother affect the lives of their children.

- All the members of the home have resources that are used to adjust in life.

Components of Home Environment:

There are some specific life conditions of some families—such as marital conflict, maternal employment, domestic violence, single parenthood, unemployment, financial stress, and social isolation. All these may increase the likelihood of maltreatment. While these factors by themselves may not cause maltreatment, they frequently contribute to negative patterns of family functioning for their young children.

1. Personal Freedom:

It is very important for the proper development of the child that how much he is free in taking decision, in choosing dress for wearing, whether he has permission or not
to go anywhere with his friends and how much opportunity his parent given him to express his ideas,

2. Critical:

   If the child in the family is always criticized for small things in front of his brothers, sisters and friend, or his parents always try to find out some mistake and faults in their child. Such behaviour of caregivers influences the adjustment of child in home, school, and in society and creates anxiety in children.

3. Social Isolation:

   If the family members are less sociable and have orthodox views and children in the family are not allowed to invite and visit their friends. In such family where both father and mother are working, children feel too much social isolation.

4. Acceptance:

   In home if the parents do not show any affection and love towards their children or parents make differentiation among their children i.e., they give preferential treatment to one while neglecting other. Such behaviour of the parents creates the undesirable environment in the home. As a result, the neglected child feels that it is not accepted by it’s parents and that they are never understood by it’s parents.

5. Understanding:

   When there are differences of opinion between parents and children; there are lack of understanding between parents and children; it is usually when parents have very tough schedule due to their professional life. In such a situation children think they are unable to fulfill their parents’ expectation, and parents as well don’t try to understand what actually their children want. It creates uneasy home environment for both parents and children.
6. Severity of Discipline:

In a family where there are over restrictions and too much discipline, like some parents behaved very badly: by scolding and sometimes physically punishing their children only on small matters, they always wish to be obeyed by their children without any arguments. The kinds of parental behaviour create suffocation in the home environment especially for children and they always want to go away from home.

7. Emotional Stability in the Disciplinary Action:

Emotionally stable parents have the capacity to withstand in satisfaction of needs, have ability to tolerate reasonable amount of frustration and they have capacity to make effective adjustment in family, whereas parents with emotional instability always create tension in home environment. They scolded their children without any reason. Whenever the parents are unhappy or in tension, they release their tension on their children without any reason.

8. Neglecting:

All children want that their mother should always be there whenever they need them. If the mother is an employed woman, she unintentionally neglects her children due to her dual responsibility could not pay attention to their needs.

All children in the family want to give their opinion in all family matters but they are always neglected. These neglecting by their mothers create separation anxiety in children and established the maladjustment in their environments like in homes, school and in society.

9. Rapport with Parents:

Children are always willing to talk with their parents and wish to share all personal matters with their parents but in any home where there is no rapport between
children and parents, it will create anxiety in their relation. For proper development of children there should be proper rapport among all family members.

10. Rapport with Siblings:

For maintaining the good environment in home there should be proper rapport among all family members, especially among siblings. They should understand, care and love each other. It creates problem in home when a child wants to dominant other. It becomes the reasons of quarrel and creates trouble among siblings.

11. Socio-Economic Status:

It is an important component that influences the environment of the home very much. It shows the positive impact of employed mother on their family and on its environment. If there are dual earners in the family, it enhances economic status of the family in society. Children can get education in a well reputed school. Parents can fulfill all needs of their children.

12. Inter-parental Relation:

Inter-parental relationship influences the development of the child significantly in a good or bad way. If there is loving, caring and understanding relationship between mother and father it influences the child in positive way and if there is improper relationship between both it negatively influences the life of child. It ultimately influences the adjustment of the child in various environment like in school in home and his social environment.

13. General Satisfaction:

General satisfaction is established among all family members when they have good rapport with each others. They love and take care of each other. For general
satisfaction of child, both mother and father should spend enough time with their child. They should never neglect their child due to their busy schedule, and understand what expectation the children have. Parents should understand what their children actually want.

From several researches it has been proved that environment of the home is the foremost organization from which the child starts getting his first experience of life. The home members and their mutual relationship determine the overall development of the child including the social, emotional, physical as well as psychological aspects. Freud rightly pointed out that five years are very crucial for the healthy development of the child. The experiences of the child in the home lay the groundwork for the future behaviour and lifestyle. Evidently then, Adler believed the home environment to be very important factor in the child’s life.

This small, intimate group (home) is the basic setting with in which most children are introduced to social living. It is where the roles of inter-personal behaviour are acquired and which will continue to serve them as a secure base in the present age where many social changes have taken place in the last 50 years like divorce, single parenthood, working women, role reversal among husband and wife, step and blender families. Over the years, the number of working womens in India and many other developing and developed countries has grown considerably. It has become clear that the family can no longer be as narrowly defined as was once assumed, and the implication that the variation of family form have on children’s development have in consequence, become one major area of enquiry. This means that children strongly influenced by their mothers whether they are working and non working women; by their style of parenting; and their tendency to provide a healthy and responsive home
environment. Thus, home environment influence children’s development in both a positive and a negative manner, as risk and protective factors (Bronfenbrenner, 1986).

It is also true that homes where mothers are over anxious and over concerned about their children, where discipline is inconsistent and where there is worry, anxiety and lack of sense of humour children are likely to be highly emotional and subject to frequent outbursts of temper, children who receive little attention develop hostile and aggressive behaviour. If child does not get proper care by its mothers and there is an absence of affection, acceptance and understanding in mother’s nature it has a serious impact upon the child’s development.

Environment of the 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 help in solving their physical as well as psychological problems. It is seen that there are many physical and psychological needs of children which is not fulfilled due to obstacles. It can only be removed by their parents especially by their mothers. Study revealed that these obstacles elicit relatively high levels of aggression in children (Caldera 1989). It is important for a mother to pay attention to their child’s upbringing and give love and support because childhood is an important period for the basic development of children.

If children get attention when they are young, they are able to cope better as teenagers. Children who have a close bond with their mother are more apt to talk with her. The attention a child receives during these years is irreplaceable and it influences his or her direction in life. Children’s first experience of relationships generally occurs within the home.
In school age, development has been influenced by different factors which were present at three different areas of society: i.e., Home, neighbors and the broader societal area. Thus, home is a fundamental determinant of child development which in turn, is an important determinant of health, well being, and learning skills across the balance of the life course. Many children ‘survive’ and are exposed to home environments and early experiences that mother need to pay attention to as they can undermine the child’s ability to develop into healthy individuals (Victoria et al., 2003).

The upbringings of mothers are responsible for the improvement of child in various skills like in reading, writing, learning skills that help in overall academic achievement. It is important as well as crucial because a child can develop various skills or can lose interest in studies owing to the influence of surrounding and home environment. When children are growing, mothers have to pay extra attention to each and every thing related to children, and give full love and affection. Right from the beginning to the childhood they should attract the interest of their child, through story book, intelligence games, general knowledge books and colourful posters dictionary. They should also teach everything in a good way and good home environment should be created everywhere because home plays an active role in improving and building the child’s personality. However, inadequate home environment is likely to cripple the personality of children i.e., their various abilities and behaviour adjustments. The nature of the environment of home provides the necessary sensory inputs, stimulation and experimental basis for the development of various skills of the child.

In a situation where mothers are working women, there are enough chances that they are not spending enough time with their children, which can have an adverse effect on child’s development. Children may feel neglected and seek stimulation outside the
house. Servants can at best look after a child's basic needs, but they cannot stimulate for the child's intellectual, social and emotional development.

Researchers who find adverse effects of maternal employment on child outcomes argue that maternal employment, particularly during the early years of life leads to cognitive and behavioural problems in later life (Blau and Grossberg, 1992; Brooks-Gunn, Han and Waldfogel, 2002; Ruhm, 2004). These authors argue that maternal employment adversely affects the home environment, and that nonmaternal care during the early years of life turns out to have negative impact on cognitive outcomes (Waldfogel, Han, and Brooks-Gunn; 2002). Here, they argue that mothers who return to work in the early years of a child’s life might inadvertently be less patient, less sensitive, and less nurturing to their children, and thus create a negative home environment hindering their child’s cognitive development.

Those mothers who have to go to work are not happy at the prospect leaving their child at such a young age. They have feelings of guilt and anxiety and their anxiety can get transmitted to the child. Often working womens succumb to children's unreasonable demands very easily because they feel guilty. They feel that they can compensate for their absence by giving their children money. But a child's needs are not material. Children want warmth and emotional security. They need a good home environment where they feel comfortable and their mothers support in everything they do. Children should be convinced that their mothers are always there for them, and they can come and talk about anything. But employment of mother adversely affects this mother child relationship and environment of the home. Mother’s anxiety is associated with language and cognitive problems, poor social skills and behavioural problems in
children (Murray, Hipwell and Hooper, 1996; Abrams, Field and Scafidi, 1995; Murray, 1992; Cogill, Caplan, Alexandra, Robson and Kumar, 1986).

Caldwell and Bradley (1984) operationalized mothers’ social supports by including measures of their access to emotional and instrumental resources and mothers’ perceived parenting self efficacy was defined by their perceptions of how they are performing with regard to five dimensions of parenting: love, control, communication, education, and general efficacy. Parenting in the home environment was assessed by the Home Observation. A measure of the amount of warmth, support, and structure provided for children in the home.

For this there should be an adequate physical setting, a familiar atmosphere without tension and with opportunity for the expression of primary feelings. Such types of home environment helps the children to develop positive self concept and are found to make children emotionally stable, long establish attitudes and instill in them feelings of security. In one study (O’ Leary, 1995) it was found that interaction between a mother and her child determines how that the child will respond to other people through its life. All interactions with mothers and other family members have some effects on what the child learn about relationship with other people.

**Rationale of the Study:**

As the infant progress into childhood the family is a crucial guiding agency that influences a child’s personality development. A faulty family pattern is a fertile source of unhealthy development and maladjustment (Patterson, 1992; and Repetti et al., 2002). Basically in every child seeds of affection and loving interaction are present at birth and it can be nourished only in favourable environment of home. In this processes of modeling child’s attitude toward life is extremely important in that both mother and
father are in job. Because both have limited time to spend with their child due to their dual responsibility. The children perceive themselves to be rejected by their parents, they tend to have poor psychological adjustment in all sphere of life and a negative worldview characterizing by dependence, hostility, emotional unresponsiveness, instability, low self esteem or negative self-concept and become more anxious about every things.

Significance of Study:

The focus of the present study is to highlight the impact of perceived home environment on self-concept, anxiety and adjustment-a study of children. Thus, study may be helpful to educationists, parents and psychologist in understanding the importance of the quality of home environment for enhancing the health and well-being of children.

Objectives of the Study:

The present study aims to understand the impact of perceived home environment on self concept, anxiety and adjustment pattern among children of working women and housewives. It focuses to examine whether occupation of mothers influences self-concept and adjustment of children and creates anxiety among them. The following objectives were outlined for the present study:

1. To find out the difference between children of working women and housewives on various dimensions of home environment scale.

2. To find out the difference between children of working women and housewives on various dimensions of self-concept scale.

3. To find out the difference between children of working women and housewives children on anxiety scale.
4. To find out the difference between children of working women and housewives children on various dimensions of adjustment scale.

5. To find out the impact of various dimensions of home environment on various dimensions of self-concept among children of working women and housewives.

6. To find out the impact of various dimensions of home environment on anxiety among children of working women and housewives.

7. To find out the impact of various dimensions of home environment on various dimensions of adjustment among children of working women and housewives.

8. To find out the impact of various dimensions of home environment on various dimensions of self-concept among boy and girl child of working women and housewives.

9. To find out the impact of various dimensions of home environment on anxiety among boy and girl child of working women and housewives.

10. To find the impact of various dimensions of home environment on various dimensions of adjustment among boy and girl child of working women and housewives.