SECOND PHASE OF THE STUDY
REVIEW OF LITERATURE AND HYPOTHESES

- Effects of Maternal Employment on Children.
- Perception of Mother's Child Rearing Practices and Maternal Employment.
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EFFECTS OF MATERNAL EMPLOYMENT ON CHILDREN

Maternal employment outside the home is not a new phenomenon. Before industrialisation production was largely centered in the home where mothers would be actively involved in this work. With industrialisation came an increasing division of labour and increasing separation between work and home and parent and worker (Rich, 1977). Mothers of young children are working in increasing number, roughly 45% of married and 60% of single mothers with pre-school children are employed (Atkinson, Atkinson, and Hilgard, 1983). According to recent statistics work participation of women in India is 16.43% (Census of India, 1991). Hostility to maternal employment has a long history which can be traced from 1914 to 1970 (Hardyment, 1983; Bowlby, 1953; Kellner Pringle, 1980; Leach, 1979).

Most of the controversy surrounding the issue of maternal employment is concerned with possible adverse effects on the child. Research in recent years has shown these notions to be largely unfounded. Clarke and Clarke (1976) in a review of early experience and its effects dispute the idea that possible adverse effects in early childhood inevitably lead to psychological or behavioural disturbances in later years. They argue that in child development there is as yet no indication that a given stage is clearly more
formative than others.

Zambrana, Hurst, and Hite (1979) carried out a review of research on maternal employment and its effect and found practically nothing in the literature that would point to negative effects of working per se. Zimmerman and Bernstein (1983) also support this view. Stith and Davies (1984) also found no difference in the quality of care provided to five or six month old infants by employed and full time home makers in home settings. Bronfenbrenner et al. (1984) commented that the mother remaining at home has not emerged as an optimal status from the perspective of the child's development.

According to Hock (1978) the child rearing practices of working mothers may differ from those of non-employed mothers particularly in the area of independence training. Except in cases where mothers feel guilty about leaving their children to work, employed mothers encourage their children to become self-sufficient and independent at an earlier age.

In studies of effects of maternal employment and children's attachment behaviour, it had been found that children cared for by multiple care givers could form an attachment to their mothers as secure as that formed by children cared for more exclusively by their mothers provided that the mothers interacted frequently with their children when they were together (Ainsworth, 1963; Caldwell, Wright, Honig, and Tannenbaum, 1970; Maccoby & Feldman, 1972;
Schaffer and Emerson, 1964). Recent data suggest that high quality day care has no adverse effects on the maternal attachment, cognitive development or social and emotional behaviour of infants and pre-schoolers (Belsky & Steinberg, 1978; ETAugh, 1980).

Several studies investigating the effect of substitute care on maternal/child bond, reported no significant differences between the home reared group and the out-of-home group across the variables studied (Doyle, 1975; Caldwell et al., 1970; Cochran 1977; Heck, 1980; Kagan, Searsley, and Zelazo, 1977; Moskowitz, Schwarz & Corsini, 1977; Portney & Simmons, 1978; Rubenstein, 1979). Few studies reporting negative findings in terms of the group of children receiving substitute care were Blehar (1974) and Vaughn, Gove & Egeland (1980). Blehar's study has been refuted by several investigators (Moskowitz, Schwarz & Corsini, 1977; Portney and Simmons, 1978). In the more recent study by Vaughn, Gove & Egeland (1980) the results are not in agreement with the bulk of the research. A review of research evidence leads to the conclusion that no consistent adverse effect of out-of-home child day care has been found by over a dozen child development investigators (O'Connor, 1983).

Studies on the behaviour of parents and their infants in families of working mothers and those of non-working mothers revealed no difference between the families of employed mothers and those of unemployed mothers in most measures of parental
behaviour (Pedersen, Cain, Zaslow & Anderson, 1982; Pedersen, Zaslow, Suwalsky, and Cain, 1982; Zaslow, Pedersen, Suwalsky, & Rabinovich, 1983). Several studies of infants have shown few or no difference in parent or child behaviour related to mothers employment status (Cohen, 1978). Hock (1980) found that working mothers believed less strongly in the importance of exclusive maternal care for infants and they depended less on others for help in making decisions. Infants of non employed mothers exhibited more resistance to strangers. The myth is that working mothers neglect their children. In fact it is the quality of time she spends with her child that counts not just the amount of time (Kuzma, 1981). The working mothers are in no way poorer in their mothering as compared to non-working mothers. Davis and Stith (1983) found no difference in the care-giving of employed and non-employed mothers.

Maternal employment has different meaning and implication for children of different ages (Hoffman, 1979; Poznanski, Maxey, & Marsden, 1970). The primary concern of the very young child centres around the daily separation from the mother. Given stable child care arrangements, maternal employment does not appear to be detrimental to the personality and social adjustments of infants and preschoolers. Tomeh (1979) concluded that adolescent son's attitudes toward women's employment were influenced positively if their own mothers
worked. This same study indicated that young women's attitudes toward female employment were more non-traditional if their own mother worked. Douvan (1963), Hoffman (1974), and Lamb (1982) found that daughters of employed mothers are more independent and autonomous than daughters of non-employed.

Hoffman (1979) pointed out that maternal employment may benefit elementary school children by fostering greater independence, encouraging responsibility and competence and providing model of the employed mothers life style for daughters and daughters-in-law. During adolescents, these benefits continue when the need for independence becomes even greater (Hoffman, 1979; Poznanski et al., 1970). The effects of maternal employment in the areas of adjustment and school performance are generally more positive during adolescence than during the elementary school years. Montemayor & Clayton (1983) suggest that the impact of maternal employment may be different for male and female adolescents with males more likely to experience negative and female positive effects. One reason for this sex difference is that while working mothers may spend less time with both sons and daughters, these mothers serve as same sex-role models of competency and achievement for their daughters but not for their sons.

In view of the above studies it is evident that maternal employment does not appear to be detrimental to the
personality and social adjustment of infants and pre-schoolers, rather it has more positive effects during adolescents. The important issue is how the adolescent perceives the child rearing practices of working and non-working mothers and how it affects his adjustment and academic achievement.

**PERCEPTION OF MOTHER'S CHILD REARING PRACTICES AND MATERNAL EMPLOYMENT**

There is little evidence of adolescents' perceptions of child-rearing practices and parental behaviour in recent studies (Etaugh, 1984). Etaugh (1974), Della and Colleagues (1979) found no perceived differences in parent-child relationships as a function of maternal employment for adolescents and also for elementary school children (Finkelman, 1967; Franke, 1972; Woods, 1972; Klecka and Hiller, 1977; Della and co-workers, 1979; Rosenthal and Hansen, 1981). Gold and Andres (1978a) reported that adolescent children of employed women perceived their parents' behaviour as similar in household activities. This result is consistent with the findings that children of employed mothers have fewer stereotyped sex role concepts (Etaugh, 1984).

Research has also suggested that maternal identification and sex role socialization of adolescent women are positively affected by maternal employment (Etaugh, 1984; Baruch, 1972; Douvan, 1963). Baruch (1974) found that college women with
working mothers hoped to emulate the life pattern of their mothers rather than their fathers more often than did daughters of non-working mothers. Mothers who preferred to work (even if not employed) were perceived by their daughters to be more similar to themselves than were mothers who preferred not to work.

In a study on "Japanese Children's Perception of Their Parents", Bankart & Bankart (1985) report that perception of parental roles is not sensitive to mothers' working. Data confirm the overwhelming importance of the Japanese mother in the day-to-day lives of the children, document the relative failure of the Japanese father to secure a central role in the life of his children. According to Ausubel et al. (1954), girls more than boys tend to perceive themselves as more accepted by their parents, as a rule, than do boys. In a study by Wadkar and Palsane (1987), it was found that girls perceived their parents in more favourable ways than boys did. Sholomskas and Axelrod (1986) found that women's self-esteem and role satisfaction were significantly enhanced when the relationship with the mother were perceived as loving and accepting, with low hostility and low psychological control.

Birth order and religion were associated with parental affection and maternal praise while maternal employment has no effect on parental affection. Mohan and Kaur (1989) also found that girls perceive the child rearing practices of their mothers significantly better than do boys. Also, children of working mothers perceived the child rearing practices of their mothers better than the children of non-working mothers.

Contrary to the above findings Rai (1991) in a study of the Acceptability of girl child in terms of child rearing practices of mothers as perceived by children found that girls' perception of their mothers' child rearing practices were significantly poorer than the boys' perception. He inferred that in terms of child rearing practices, the girl child has less acceptability by their mothers in comparison to the male child. But Dhillon and Chadha (1991) in a study on Perception of the unacceptability of the girl child indicate that boy child is generally accepted over the girl child more by males than by females. On the basis of the above findings, one can conclude that there are no perceived differences in parent-child relationships as a function of maternal employment for adolescents. Girls perceive their parents in more favourable ways than boys do.

The above studies deal with the adolescents perception of parent-child relationship, parental behaviour and maternal
attitude of acceptance and rejection regarding child rearing. These studies are attitude oriented and there is hardly any evidence of research in the field of adolescent perception of mother's child rearing practices.

**Hypotheses**

By way of inference based on the theoretical orientation and review of the literature the following hypotheses may be deduced:

1. **It is expected that children of working mothers will perceive their mothers' child rearing practices to be significantly better than will the children of non-working mothers.**

2. **It is also expected that female children will perceive their mothers' Overall child-rearing practices to be significantly better than will male children.**
PERCEPTION OF MOTHER'S CHILD HEARING PRACTICES AND ADJUSTMENT

Adjustment is a household word, and well adjusted people are regarded as successful in the art of living. Symonds (1926) states, "the psychological meaning of adjustment process consists of the efforts of an organism to overcome frustration in achieving satisfaction of a need." Boring (1966) views adjustment as a process by which living organism maintains balance between its needs and the circumstances that influence the satisfaction of needs. Ryckman (1972) defines adjustment as a state in which the needs of an individual on one hand and the claims of the environment on the other are fully satisfied. It is a process by which the harmonious relationship can be attained. Lazarus (1976) maintains that adjustment is ways of managing and consists of coping with various demands and processes of life.

Thus, adjustment means the extent to which an individual's personality functions efficiently in a world of other people. Adjustment is 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. This can be achieved through the family which plays an important role in a person's adjustment.

Adolescence is a period in which great personal change occurs. Such a change can be malign or benign and its society's
responsibility to maximize the latter while minimizing the former. Adolescence is startling because the adolescent must adjust to striking changes in his body, in his social role and in society's attitude toward him and structures and expectations about him (McCandless, 1970).

From birth to eighteen years are trying years (Topp, 1950). In the process of adjusting himself to the adult world, the child may pass through these years without undue distress or he may experience such difficulties that the foundations will be laid for mental illness in adulthood. Which it will be, will depend to a large extent upon the type of environment he has and the understanding guidance he receives from his parents (Yellowlees, 1940; Warren, 1949; Jones, 1951). If he learns to be secure in the intimate relationships with his family, the child can tolerate the insecurity that comes when he tries to adjust to the world outside the home (Martin, 1951a).

Family influences are understood to be dependent upon such factors as emotional stability of parents, relation with parents, sibling relationship, parental over-protection and broken homes. Lazarus (1976) writes that "The child acquires the values and conduct patterns of the culture by the process of accommodation of environmental pressures and develops new ones that are culturally determined. If he fails to learn socialized patterns, the results may be some kind of deviant behaviour."
Thus, the adjustment an adolescent has to make is multidimensional and it involves home, health, social, emotional and total adjustment. According to Pandey (1988), the definition of the construct 'adjustment' itself has been an artifact of its measurement, the tools of the study are limited to self-reports, and further, when attempts have been made to correlate two or more sets of variables, e.g., personal and social adjustment, the data source has been the same, thus limiting the usefulness of the observed correlations.

Number of studies have been done on the adjustment problems of adolescents but there are few studies on how children perceive the child-rearing practices of their parents and how it affects their home, health, social and emotional adjustment.

Adolescent's perception of mother's rearing practices is very important as it will affect his adjustment. Adolescents' perceptions of their parents is influenced by different mass media, magazines and movies. The way children and adults perceive a given role may be quite different in certain respects and in other respects it may be similar. Most of the adolescents are egocentric and their perception of parents are based on how their parents treat them, specially in the areas of discipline, nurturance and recreation. Thus, it is not the relationship of parent and child per se that is important,
but how the child and parent perceive it (Hurlock, 1987).

The focus so far has been on the child-mother relationship, because the controversial aspects of maternal employment stem from changes in the mother's traditional role. Due to the changes in the parental roles and of the relationship between family and career cycles, the perception of adolescents will also be affected. If they perceive the child-rearing practices of their mothers positively, whether working or non-working, then their adjustment to the different areas of home, health, social, and emotional adjustment will also be positive.

So far, research has been done on parental attitudes, parental preferences and parent-child relationship. But there is paucity of research in the field of adolescents perception of mother's child rearing practices and its effect on their adjustment.

**PERCEPTION OF MOTHER'S CHILD REARING PRACTICES AND HOME ADJUSTMENT**

The perception of mother's child rearing practices by the adolescents will have a marked affect on his home adjustment, because the home is the focal point of the adolescents enforced role as a child. The home is important as it transmits and interprets culture to him and moulds his personality, offers him security and affection. It is central in promoting his maturity and determining his future adjustment.
as an adult. Parent-child relationships vary within these homes in corresponding fashions and the observable effect of such homes on their adolescent members differ widely (Srivastava and Sreeramulu, 1989).

Home adjustment is understood to be the relationship existing between members of a family. Hattwick (1936) in her study found a positive correlation between tension in the home and emotional insecurity or instability of the child. Levy and Macroe (1938) have indicated that harmonious relations between parents are essential for the development of a stable and well integrated personality of a child. Constant discussions between parents is clearly one of most upsetting experience, a child can have. According to Crow and Crow (1953), conditions favourable to desirable adjustment are experienced by the child who is reared in a home in which kindliness, sincerity, honesty, and cooperation are practised daily by the other members of the family.

Although all human relationships are unique, those existing between parents and children possess characteristics that explain the tremendous and permanent impact of one upon the other. The intimacy and intensity of contact and everyday interaction and interchange exist in an emotionally charged atmosphere. A child serves as a mirror to the parent who sees reflected there, his own unresolved and frequently long term conflicts and his own needs and aspirations (Johnson and Medinnus, 1969).
It is widely known that critical developmental stages in the child elicit in the parents certain reactions that while universal take on a psychic content and affective quality, both of which can be traced in the parental life histories. The vicissitudes of parents drive and ego development are reflected in their interaction with their children, especially at critical developmental stages, of which puberty is unquestionably a major one (Blos, 1970).

According to Tallent (1978) child rearing practices and the psychological atmosphere of the home, both have a major influence on the child. Mohan (1981) states, if a family, which is one of the major agencies of socialization, fails to provide proper means for the development of the conscience in an individual he will not be able to adjust properly, as family acts as a ingredient for healthy adjustment.

From contacts with the family members, children lay the foundations for attitudes toward people, things and life in general. They also lay the foundations for patterns of adjustment and learn to think of themselves as the members of their family think of them. They learn to adjust to life on the basis of the foundation laid when the environment was limited largely to the home (Hurlock, 1987).

Adolescence perception of child rearing practices is influenced by the way parents treat their children and
this influences their attitudes toward them and the way they behave. Basically parent-child relationship is dependent on parent's attitudes. It may be that if adolescents perceive the parental attitudes to be favourable, the relationship will be better than when the perception of parental attitudes are unfavourable. It is probable that if the adolescent perceives the child rearing practices to be authoritarian, he will conform to their standards, but will harbour resentment, be defiant and willfully disobedient.

According to Hurlock (1987), if the children are trained by permissive child-rearing practices, then they become confused and insecure. They become resentful because they feel that their parents care too little about them to take the trouble of guiding and helping them to avoid mistakes. They feel contempt for their parents' softness. Both authoritarian and permissive child rearing practices are apt to have an unfavourable effect on home adjustment.

On the other hand, if the children are trained by democratic child rearing practices where independence in thinking, cooperation, a healthy positive self concept and self control is encouraged, then this will have a positive influence on their home environment.

If children feel that their parents do not agree on the proper method of training or disciplining, they begin
to lose respect for their parents. If the mother is blamed by the father for not bringing up the children properly, children have less respect for the mother, but may also resent the father's criticism of the mother (Burger, Lamp, and Rogers, 1975). This will have adverse effect on the child's home adjustment.

According to Shane (1937), children who learn to think of themselves as inferior owing to the treatment they receive in the home or outside the home, develop characteristic methods of adjusting. These methods differ markedly from those of children who develop more favourable concepts of themselves as a result of more favourable treatment from members of the family. Children think of themselves as a result of the way they believe significant people in their lives think of them.

PERCEPTION OF MOTHER'S CHILD REARING PRACTICES AND HEALTH ADJUSTMENT

Health adjustment is the adjustment which the individual must make to preserve and improve the health of his body and mind. Health in general may be defined as the quality of life that enables the individual to live most and serve best. It is that state in which the mental and physical activities of the body are adjusted satisfactorily to the environment (Bedi, 1974).

The mother's child-rearing practices have a great
impact on the health of children. The care, provision of a balanced diet, knowledge of periods of susceptibility, common childhood illnesses, their effects on the physical growth, prevention, and control of diseases by the mothers, helps children to make sound health adjustment.

How the adolescent perceives the mother's child rearing practices will influence his health adjustment. Most children take health for granted but as adolescence approaches, they become very health conscious and health pre-occupied. Hurlock (1987) observes that adolescents at this age no longer enjoy good health although they are not ill, they feel under par. Rapid physical development especially of the internal organs causes minor discomforts such as digestive disturbances or occasional heart palpitation. They discover that when they are not feeling up to the par, everything, even those activities they most enjoy, seem to be too much effort to make it worth doing. This is true of well adjusted pre-pubescent children, not only of those who are poorly adjusted as in the earlier years. They are also interested in inoculation and how medicines can cure sickness.

If the adolescent perceives that the mother understands his health problems and helps him to overcome the physical conditions then he will have a favourable health adjustment. Any health problem or physical defect is likely to be a source of self consciousness to the individual. This may cause
emotional and social insecurity in him. If the child perceives warm, affectionate, and favourable attitude of the mother towards his handicap then he will make good health adjustment. If he perceives negative and unfavourable attitude of the mother, who does not help him to overcome his insecurity then the result may be aggressive, antisocial and deviant behaviour, which will influence his health adjustment.

The adolescent when suffering from fatigue is irritable and quarrelsome thus effecting reactions to people and theirs to the child. Malnutrition results in low energy levels which is shown in shyness, irritability, depression and unsocial behaviour. Physical irritation such as hives or eczema leads to emotional overactions. Chronic diseases such as allergies and diabetes cause emotional instability, strong negative emotions and emotional dependence on family members. Whereas hyperthyroid condition, makes the child nervous, excited, jumpy, restless and overactive. A hypothyroid condition makes a child lethargic, unresponsive, depressed, dissatisfied, and distrustful.

Adolescents feel under par and this hampers their health adjustment. But if they perceive, that the mother's rearing practices are geared towards their care and due importance is given to food habits and nutrition, coupled with understanding of their physical conditions, then it will have a favourable effect on their health. How the children perceive the mother's
child rearing practices will affect his health adjustment. Geetha, Shetty, and Venkata Ramaiah (1980) found that in childhood anxiety cases, more impaired interactions between parents were observed while in childhood hysterical cases parent-child interactions were impaired. From the above studies one can infer that if the adolescent perceives impaired interaction and unfavourable child rearing practices then it will impair his health adjustment.

Health attitudes of parents are vital to the health adjustment of the child. If the child perceives the attitude of the mother towards health is old, traditional, believes in supernatural forces that cause disease or believes in curing a disease by herbal mixtures, then it will have an unfavourable effect on his health adjustment. If the adolescent perceives favourably the mother's child rearing practices then it will have a marked influence on his understanding of health, its importance and health adjustment.

PERCEPTION OF MOTHER'S CHILD REARING PRACTICES AND SOCIAL ADJUSTMENT

Social adjustment means the success with which people adjust to other people in general and to the group with which they are identified in particular. Well adjusted people have learned such social skills as the ability to deal diplomatically with others – both friends and strangers – so that others'
attitudes toward them will be favourable. People who make good social adjustments usually develop favourable social attitudes, such as a willingness to help others, even if they are personally inconvenienced. They are not self-bound (Hurlock, 1987). A well adjusted person is one who gets along with other people. The social adjustment that people make differ from situation to situation. The family plays an important role in the social adjustment of the child.

Shoben (1949) states that unfavourable attitudes of parents toward their children results in the poor adjustment of children outside the home. The more pleasant early social experiences the child has, the better his outlook on life will be and, in turn, the better his social adjustment (Anderson, 1952). It is generally observed that poor family conditions together with the lack of understanding on the part of the parents leads to increased possibility of children becoming delinquent. Poor socialization prevents them to learn to adjust to other people in general or to the group with which they are identified in particular. This may be because they fail to learn socially approved ways to deal with other members of the society (Sutherland & Cressy, 1968).

Of the various aspects of family environment affecting social development and social adjustment of children, the role of child rearing practices is basic. Parental love and warmth
are positive, whereas overly controlling and overly permissive child rearing practices may be problematic (Jansen and Kingston, 1986).

Symonds (1939) found that children of dominating (restrictive) parents were better socialized and more courteous, obedient, neat, generous and polite. Becker (1964) states that it would appear that restrictiveness at ages three to six is likely to generate aggression, but the aggression is manifested in socially approved forms (competitiveness, indirect aggression to peers, and justifiable ventilation).

According to Baumrind's (1967, 1971, 1973) research projects, children of authoritative parents are independent, socially responsible, self-controlled, explorative and self-reliant; children of authoritarian parents are withdrawn, discontented, and distrustful of others. Whereas children of permissive parents are lacking in self-reliance, self control and explorative tendencies.

There is ample evidence that the attitudes and child rearing techniques of the parents have a great impact on the social development and adjustment of the child. But how the adolescent perceives the child rearing practices and what impact it has on his social adjustment has been rarely dealt with.
The home is the 'seat of learning' for social skills, so if the adolescent perceives satisfactory child-rearing techniques which develop good social relationship with members of the family, then only they can fully enjoy social relationship with people outside the home, develop healthy attitudes toward people and make good social adjustment. If his perception is based on happy experiences at home, then he will be encouraged to seek more such experiences and to become a social person. But, too many happy experiences are likely to lead to unwholesome attitudes toward all social experiences and toward people in general thereby leading to poor social adjustment.

Adolescents perception will be affected particularly by the relationship with the mother and with all the family members in general. If they experience frictional relationship, then these will affect their attitudes toward outsiders. If they perceive the overall home environment to be favourable for the development of good social attitudes, the chances are that they will have good social adjustment. Adolescents' personal relationship with the parents and other family members are highly influential and affect his social adjustment.

According to Siegelman (1968) the social behaviour and attitudes of children reflect the treatment they receive in the home. Children who feel that they are rejected by their parents or siblings may assume attitudes of martyrdom
outside the home and carry these attitudes into adult life. Such children may turn within themselves and become introverts. By contrast, acceptant, loving parents encourage extroversion in their children.

Adolescent's perception of parental expectation motivates them to put forth efforts to learn to behave in a socially acceptable way and to overcome unsocial behaviour if they want to win parental approval. Perception by adolescents of mother's child rearing practices has a profound influence on his social behaviour and attitudes. If they perceive democratic rearing techniques then they may make better social adjustment. According to Kagan and Moss (1962) if the foundations are such that the children get off to a bad start in their social lives, they are likely to acquire reputations of being unsocial, which has a serious damaging effect on personal and social adjustment.

If adolescents perceive that their parents and family members have warm and friendly relationships with them, then in spite of their desire for independence, they will try to gain attention and approval from adults. Adolescents who perceive the qualities of co-operation, generosity, sympathy and friendliness in their parents, tend to imitate the same, thus leading to good social adjustment. Perception by adolescents of child rearing practices increases with age, owing to mental maturation and partly due to
learning from experience.

The ability to perceive one's status in the group is essential to good social adjustment because it determines how one will behave in social situations. If children perceive correctly whether they are accepted or not, then it will lead to good social adjustment. The ability to perceive one's own status in the group generally develops more slowly than the ability to perceive the status of others. Children who are psychologically immature owing to parental over-protectiveness or authoritarian child-training tend to be less accurate than their peers (Gottman, Genso, and Rasmussen, 1975; Griffitt, 1969; Wayne, 1968). Thus the children perceive their status in the social group according to the treatment they receive from their parents and what the parents expect of them.

If the children perceive the mother's child-rearing practices which help them to build a positive self-concept then they will develop such traits as self-confidence, self-esteem and the ability to see themselves realistically. They can then assess their relationships with others accurately and this leads to good social adjustment (Cattell and Dreger, 1974).

If the adolescents' unfavourable and negative traits are tolerated at home, he will repeat the same in his social
group and this will have a negative effect on his social adjustment. On the other hand, if undesirable traits are disapproved and desirable ones are valued and encouraged by parents, it will lead to better social adjustment. Since young children are anxious to have the approval of their parents, they try to develop personality traits that will please them. These are molded by child rearing practices in the home and school and by imitating a person with whom the child identifies. Children, who are friendly, self-confident, are popular, and make good social adjustment, whereas unpopular children make poor social adjustment (Hurlock, 1987).

According to Koocher (1971) the core of the personality pattern, the self concept, is relatively stable and changes only when children perceive changes in the attitude and treatment of people who are significant to them. An increase in skills that are important to members of the peer group, for example, may lead to more favourable social attitudes and acceptance. Thus the social adjustment of adolescents will be greatly influenced if they perceive the mother's child rearing practices favourably which will help in fostering positive social attitudes, social participation and encouragement in the home.
Emotions play a very important role in the child's life. They are a source of pleasure and serve not only as an inspiration to action but they can also be a handicap to him. The frequency and intensity of emotions affect the child's adjustment. The kind of emotional experience the child has will determine whether the emotions will be helpful or harmful to his development. Unpleasant emotions like fear, anger, and jealousy are harmful while pleasant emotions like love, happiness, joy, and curiosity are helpful and essential to normal development.

A child requires a positive environment for a healthy emotional growth. In a happy home both negative and positive feelings exist. Parents and children experience hurt, sadness, disgust, embarrassment, and jealousy at times, but negative emotions need not be destructive. Violent, high energy emotions are dangerous, but the less visible emotions like depression, despair, and anguish also have a negative effect on the child.

Malatesta (1982) determined that mothers actively shape their child's emotional expressions through facial gestures and tone of voice. As a result, it was concluded, the children tended to increase their own expression of positive emotions. Children become aroused but how they react...
and interpret their feelings depends greatly on environmental learning. Several studies indicate that neurotic-like conflicts are more often generated under restrictive-hostile conditions (Lewis, 1954; Rosenthal, Finkelstein, Ni, and Robertson, 1959; Sears, 1961, and Watson, 1934).

Studies show that permissiveness combined with hostility maximizes aggressive, poorly controlled behaviour, while restrictiveness combined with hostility maximizes self-aggression, social withdrawal, and signs of internal conflict. Regarding the effects of parental warmth, results showed that children reared in a warm, permissive home were more independent, more friendly in interaction with adults (cooperation), moderately persistent in the face of an impossible task, more creative, and less hostile. Children reared in a warm, restrictive home were more likely to be dependent, unfriendly, to be either very high or very low in persistence, less creative, and to show more fantasy hostility (Becker, 1964).

Agarwal, Saksena and Singh (1978) in a study of child rearing attitudes of mothers of emotionally adjusted and maladjusted children found that mothers of emotionally maladjusted children (a) encouraged less verbalisation from their children, (b) were lower on equalitarianism and comradeship and sharing scales, (c) were more irritable, (d) suppressed their children's sexuality more, and (e) believed more in fostering dependency than the mothers of emotionally
Singh and Sharma (1978) found that delinquents more often come from homes where normal communications between fathers and sons were blocked. Agarwal and Saksena (1979) reviewed the parents' role and emotional development of the child. The study deals with the impact of child rearing practices, child rearing attitudes and parental personality on emotional development of the child. Parental guidance and child care training programmes are necessary for the emotional health of future generations.

Quinton and Rutter (1984) determined that families living in an upper London borough who were experiencing serious child-behaviour difficulties tended to have mothers who were low in expressed warmth to the child and who were insensitive to their children's worries and distress. Similarly, these families exhibited inconsistent discipline practices; aggressive control was often used and conflicts were often unresolved. These familial characteristics stood out in comparison to families with similar-age children where major child difficulties were not apparent. Parental warmth is still an important and positive influence on a child's emotional and social development.

Barron and Earls (1984) also found that negative parent-child interaction and high family stress are associated with poor behaviour adjustment in children. Negative
parent–child interaction included low parental warmth and affection, and increased parental irritability and criticism. Family discord, strife, emotional displays and physical abuse, affect the child's life, producing emotional scarring. Cummings, Zahn-Waxler, and Radke-Yarrow (1981) found that young children were distressed by expressions of anger. Repeated inter-parent anger increased the likelihood of negative emotional reaction in children.

The ratio of positive to negative emotions is very important. For proper psychological development, it is important that there should be more positive than negative emotions present. Bradburn and Noll (1969) report that it was the proportion of positive to negative feelings that determined happiness. The presence of positive emotions was correlated with social involvement and new and varied experiences. Kagan and Moss (1962) suggest that intense fears occurring during childhood may cause difficulties during later life. It is important for parents to let their children experience the normal ups and downs of emotional, social life, without excessively shielding them from negative experiences (Hoffman, 1976).

Thus, child rearing practices have a great impact on the emotional development of the child, but how the child perceives the mothers rearing practices and the effect it has on his emotional adjustment are issues about which there
are not enough studies. The key element is how individuals perceive and react emotionally to varied aspects of their family circumstances. The child's perception will affect his judgement of the mother's child rearing practices. Acock and Bengston (1973) found that mothers were consistently more influential in the formation of children's attitude.

Adolescents' perception of their parents is influenced by different mass media—books, magazines, movies, radio and television, which presents a romanticized picture of parents and how other people live. In spite of the changes in family life and in spite of the many different patterns of family life, there are certain concepts of family roles which are typical. The mass media tends to make the roles more glamorized than they are in real life—a potential source of danger for real-life relationships (Aldous, 1974; Hendrickson, Perkins, White & Buck, 1975). In some respects, children's and adult's concepts of a given role are quite different and in other respects they are similar.

According to Ban (1974); Brooks & Lewis (1974); Cohen & Campos (1974); Greenberg & Morris (1974); Lynn & Cass (1974); Willemsen et al. (1974), of the many factors that determine how children perceive their parents and interpret what their parents mean to them, the most important are time spent with the child, play with the child, care of the child, expression of affection, discipline, parental expectation, parental
favouritism, status of parents, and concept of ideal parent.

If the children perceive their parents favourably, they will be content and happy which will lead to emotional stability thus laying the foundation for better emotional adjustment. Most of the children are egocentric and their perceptions of parents are based on how their parents treat them specially in the areas of discipline, nurturance, and recreation. Hurlock (1987) observes that parents are good if they help the children but bad if they frustrate them. They perceive mothers as having greater authority over them than fathers. Older children also perceive the mother primarily in terms of what she does for them.

The adolescent who perceives the child-rearing methods of his parents as permissive will lack a sense of responsibility, will have poor emotional control, and become an under achiever in whatever he undertakes. Children who perceive their parents as authoritarian, will exert control over their emotions while their parents are present to avoid punishment. But, when parents are absent children have little motivation to control their emotions.

If children are given reasons for doing what they are supposed to do, then they analyse a situation before reacting to it and thus learn emotional control. If he perceives his parent as democratic or slightly authoritarian he will make better personal and social adjustment. If
children perceive that their parents do not agree on the proper method of training or disciplining, they begin to lose respect for their parents. The way children perceive the parents' child rearing practices will have an important bearing on family relationships. If parents think they are good parents but their children think they are not, there will be poor parent-child relationship.

A mother who believes that doing things for her children makes her a 'good mother', may discover that her children regard her as cold, uninterested, and even rejecting. If their concepts of a 'good mother' include demonstrations of affection and permissiveness, they will perceive her less favourably than she perceives herself, and this will lead to poor mother-child relationship. Thus, it is not the relationship of parent and child, per se, that is important, but how the child and parent perceive it (Hurlock, 1987). Thus, perception of parents' rearing practices will have an important bearing on the emotional adjustment of the child.
HYPOTHESIS

1. Perception of Mother's Child Rearing Practices and Home Adjustment is likely to be positively correlated.

2. Positive correlation may emerge between Perception of Mother's Child Rearing Practices and Health Adjustment.

3. It is expected that Perception of Mother's Child Rearing Practices and Social Adjustment may be positively correlated.

4. Positive correlation may emerge between Perception of Mother's Child Rearing Practices and Emotional Adjustment.

5. Positive correlation may emerge between Overall Perception of Mother's Child Rearing Practices and Overall Adjustment.

PERCEPTION OF MOTHER'S CHILD REARING PRACTICES AND ACADEMIC ACHIEVEMENT

Academic achievement has become the centre of students life. The term achievement has been reserved to refer to past accomplishments. Academic achievement depends on a number of objective and subjective factors, which may be responsible for high and low achievement of students in schools and colleges.
In recent years, the integration of personality and learning theories has led to the recognition of the fact that intelligence, though an extremely important factor, is not the only determinant of performance (Verma, 1973). The correlation between academic achievement and the inherent capacity of intelligence is not necessarily very high (Stephen, 1960; Mohan, 1972; Mohan, 1976). This leaves a great scope for certain variables other than inherited potentials which, if detected and identified, can be controlled. Psychological and environmental factors affect academic achievement.

Parental factors and child-rearing techniques are very important in shaping the cognitive development of children. Parental practices which engender emotional security and low anxiety, independence, and high internalized goals for achievement are associated with accelerated cognitive development. Mothers who value achievement, set high achievement standards, and reward their children for satisfactory performance, have boys and girls who have high achievement motivation and effort (Crandall, Preston, and Rabson, 1960; Rosen and D'Andrade, 1959). Peters and Farwell (1966) say that familial attitudes strongly influence the interest of the child. The home which sets narrow limits and discourages uniqueness in the child, provides poor learning
experiences, share less with the school, is the one which fosters negative attitudes to learning.

In the Fels Institute Study, Kagan and Moss (1962); Crandall and Battle (1970) found that high achievement in boys was associated with high maternal protection and little hostility during the first three years of life followed by reinforcement and encouragement for acceleration of the boys' striving for achievement and independence from three to ten years. Sons of authoritative parents were more friendly, co-operative, and achievement-oriented than those of any other parent groups, and daughters of authoritative parents were more dominant, achievement-oriented, and independent (Baumrind, 1971).

Radin (1971, 1973) determined that parental warmth, acceptance, and nurturance foster achievement motivation and intellectual development. A supportive, warm home environment which encourages exploration, curiosity and self reliance leads to high achievement (Kelly and Worrell, 1977). In malevolent homes characterized by extreme punitiveness and rejection, or in homes where the father is extremely authoritarian and enmeshes the child in rigid rules and regulations, low achievement results (Radin, 1976; Bradley, Caldwell, and Elardo, 1977).
Restrictiveness may inhibit early exploration and curiosity in children. It also seems probable that such parental behaviours lead to insecurity and high anxiety in children, which play an increasingly salient role in interfering with intellectual performance, and academic achievement over the school years (Ferguson, 1970; Hill and Etson, 1977). Regarding the influence of parents on cognition, interaction between the sex of the parent and sex of the child should be considered. Some of the findings suggest that although mothers may be more important in stimulating intellectual development and achievement needs in both boys and girls, fathers may have relatively more influence on cognitive growth in daughters than in sons (Hetherington & Parke, 1979).

Turner and Harris (1984) found children of neglecting, restrictive parents to have lower self-esteem. In addition, organized effective parents (high support, high control, low anxiety) were found to have higher achieving children. Most effective pattern of parenting for facilitating children's success in school as well as their intellectual development, seems to involve being nurturant without being too restrictive, responsive but not overly controlling, and stimulating but not too directive (Belsky and Spanier, 1984). Parental attitudes and child-rearing techniques have a great impact on the child's adjustment and success in school. Parental rejection of the kinds of competencies or ideas the child is acquiring in
school present a serious barrier to school success. During adolescence, children learn to assess themselves as effective or ineffective learners depending upon the response of others and parents to their school performance. McCall (1974) found that children who progressed the most intellectually had warm, controlling, and reasoning parents.

Research data indicates that the mother's child rearing practices have a great influence on the child's academic achievement. Whether the influence is favourable or unfavourable will depend upon how the adolescent perceives the child rearing practices and the attitude of the mother. How a child feels about being intellectually different is greatly influenced by social attitudes, especially those of parents, teachers, and members of peer groups. Adults, both parents and teachers, often have a unrealistically high expectation from very bright children. When children accept these expectation as their own, they feel inadequate when they do not live up to them (Belmont and Margalla, 1973).

If the adolescents perceive that their mothers have realistic expectations according to their ability, then there will be a positive effect on their academic achievement and they will regard themselves to be 'successes'. When the adolescent experiences success then it leads to motivation, satisfaction and self confidence. This leads to good personal adjustment and favourable social evaluation.
(Isen et al., 1973). If he perceives maternal warmth, acceptance and nurturance he will get encouragement and will strive higher than his capacity. This will lead to better academic achievement.

If the mother's attitude is perceived to be authoritarian and punitive the result is likely to be low academic achievement. It is likely that adolescents who perceive their mother's efforts for enhancing their intellectual development by providing various facilities, like books, library reading, and engendering emotional security and independence will have a favourable effect on their academic achievement. It may be that if the adolescent perceives that his efforts will be suitably rewarded and incentive given by the mother then he will show better results academically. But if no suitable reward or incentive is given then the adolescent will function below his capacity academically. If children perceive the mother's child rearing practices positively then it will have a great influence in enhancing their academic achievement.

HYPOTHESES

1. It is expected that a positive correlation may emerge between Perception of Mother's Child Rearing Practices and Academic Achievement.

2. It is hypothesized that Academic Achievement and Adjustment are likely to be positively correlated.