

Coping resources, self-perception, separation anxiety and acculturation among children with military and civilian background

Prayag Naidu^{1*}, Rajendra S Mhaske²

ABSTRACT

Research on children with Military families has taken a deficit approach and it has been noted that these children as a population susceptible to psychological damage from the hardships of military life, such as recurrent moves and separation from their parents during deployment. There are several issues that on a day to day basis take a heavy toll on an army officer and his family, mentally as well as emotionally (Zaidi, 2017). The purpose of this study was to investigate if there were any differences in coping resources self-perception separation anxiety among military and civilian background children. The data was collected with the help of purposive sampling, among military and civilian background children (N = 192), in the age group from 14 to 17 years. The tools used in this research were, The Self-perception Profile for Adolescents (Harter, 2012); Coping Resources Inventory (Hammer & Martin, 2004); The Screen for Child Anxiety Related Disorders (Birmaher et al., 1999). There was found to be a significant difference between military and civilian background children on coping resources ($t=1.921$ $p<0.5$) and separation anxiety ($t=2.891$, $p<0.1$). The evidence suggests that military background children are higher on coping resources and separation anxiety than civilian background children. Apart from the quantitative analysis a qualitative check has been done which revealed that acculturation was more in military background children as compared to civilian background children.

Keywords: *Military Background Children, Civilian Background Children, Coping Resources, Self-Perception, Separation Anxiety, Acculturation*

Military is a professional organization formally authorized by a sovereign state to use lethal or deadly force and weapons to support the interests of the state. It consists of branches such as Army, Navy, and Air Forces. The Indian military force comprises 1.4 million active members and is the backbone of our country (Press information bureau, 2016). Major deployments are common in the Indian military. Due to deployment in military active regions children may experience several emotional and psychological challenges. It also has an impact on the mental health and well-being of

¹Research Scholar Clinical Psychology, Savitribai Phule Pune University, Pune, India

²Professor, Savitribai Phule Pune University, Pune, India

*Responding Author

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spouses and children belonging to these families. Children from military backgrounds experience a distinctive lifestyle within the military community that classifies them as a special population as they undergo some social changes during deployment (Park, 2011) which contributes vulnerability in the well-being of children. Military families experience repeated stressors, including the threat of wartime conditions, disturbs the security and stability of the caretaking figures, and the structure of the family (Jensen, 1992). As mentioned earlier, military background families are poles apart from civilians. Children in military families have different childhood experiences than their civilian friends, which includes a parent in employment and a secured job, frequent relocations, indirect exposure to and awareness of conflict, and extended separation from parents or siblings due to deployment (Williamson, Stevelink, Da Silva & Fear, 2018). It has been found the values and demands of the military lifestyle, military-connected youth experience unique stressors compared to their civilian counterparts (Moore, Fairchild, Wooten, & Ng, 2017). It has been found that it escalates odds and impairs well-being among adolescents, especially adolescent boys when their parents deploy for military assignments (Reed et al., 2011). Hence both these members of the society are different from one another and will be compared on various factors in the present study, starting with Self Perception. Self-perception is an alternative interpretation of cognitive dissonance phenomena (Bem, 1967). (Harter, 2012) endorsed an approach to domain-specific to evaluate components of the self. She suggested that self-perception is strongly associated with eight different domains namely scholastic competence, physical appearance, social competence, close friendship, global self-worth. Acquiring adequate skills to cope with stress could help them to achieve valid skills in reshaping and dealing with challenges like relocation (Russo & Fallon, 2015). Relationships play an essential part in tuning, considering that the more children stretch to make friends the more problematic it becomes for children from military families, it also hinders their adjustment ability in new situations (Kelley, et al., 2003). Research consistently demonstrates that social support reduces psychological distress, such as depression or anxiety (Taylor, 2007). Military children are three times more likely to experience school shifts, which increases the chances of them struggling to maintain stable peer relationships (Bradshaw, Sudhinaraset, Mmari, & Blum, 2010). Considering challenges that precipitate due to self-image also impacts once mental health; military service personnel perceive their military career negatively impacting their children (Rowe, S.L, et al., 2014). The most common challenges faced by children from military families include separation anxiety, fears for the health of the parent left at home, excessive worry, sleep problems, and frequent physical complaints (Elizabeth, 2015). In the previous study, there has not been a centre stage study specifically for separation anxiety. Ergo, in the present study, an attempt has been made to capture specific challenges and focus precisely on separation anxiety.

Separation anxiety disorder is a primarily characterized by an individual's fear of leaving home or parting from certain individuals. This anxiety must exceed what is expected at the individual's age and developmental level (5th ed.; DSM-5; American Psychiatric Association, 2013). Separation Anxiety does have a major negative impact on daily life for young people and is associated with low-quality peer relationships (Susan, 2003). Separation anxiety disorder is one of the most common anxiety disorders in children younger than 12 years. Children with a separation anxiety disorder may face problems in the social situation. Toddlers of deployed parents could experience confusion and separation anxiety (Ward, 2020). The military families may experience multiple risk factors which include physical separation, a risk of injury or death of a parent, normative constraints, and geographical mobility (Ender, 2006). Military children are more prone to have a separation anxiety

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disorder, due to the often parental field posting which keeps them away from home. This process elevates the risk factors in children, most of the time their parents are absent when they need emotional and physical support; whereas, on the other hand, civilian children have a slim chance of developing separation anxiety disorder as their parents' workplace is under a safe environment. Children from military families would require short term additional support to rebalance and to deal with the challenges they encounter (Williamson, 2018). Considering this with the help of adequate resources and coping strategies we could support them to rebalance their ability and wellbeing. Hence with the help of adequate coping strategies, one can be equipped with tools to overcome the adversities they are going through; Ergo, the present study focuses on the coping resources which would be helpful for children and their families. Coping is the process of attempting to manage the demands created by stressful events that are appraised as taxing or exceeding a person's resources (Lazarus & Folkman 1984). Civilian background children indicated that securely attached children have better socio-emotional and developmental outcomes as well as advantages in terms of academic achievement demonstrating the effectiveness of interventions that promote secure attachment (Jude, 2011). Considering this part, the challenges for teachers and schools were to realize the bias in understanding students from military families with that deficit model. Educators need to help their students, especially the very young children, to develop resilience and adaptive coping skills that assist them in their lives to appropriately face all of life's challenges (Russo, Fallon & Moira, 2015).

In a similar vein, individuals with low coping resources have been described as vulnerable and constitutionally fragile (Kessler, 1979). However, while those individuals with high coping resources have been characterized as resilient (Kessler & Essex, 1982). Social support has been found to be another significant coping resource; it has defined as the perception or experience that they have been loved and cared by others, admired and acknowledge, and that they are part of a social network of mutual assistance and obligations (Wills, 1991). The most challenging part comes with moving to another place which involves a change in culture, value, traditions, and customs due to which individuals witness various things that are not similar to his/her earlier tradition and face numerous challenges, such scenarios with other cultures known as "Acculturation". Acculturation is a psychological adaptation and sociological to a different culture after living in it for a considerable period of time (Berry, 2005). Currently, there is a paucity of studies on acculturation, especially on the military families in India, as we are aware of the fact that India is a diverse country with several cultures, values, and customs. Therefore, it is the hour of the need to address the issue of acculturation. It has been found that the acculturation process can be positive, improving one's mental health, or it could be negative, due to the disturbing nature of change and adaptation of new culture and social expectation (Berry et al., 1988). Adapting to a new social and educational environment could be more stressful for students who have different cultural language, values, academic preparation, and study habits (Coelho, Zwingmann & Gunn, 2002).

Culture is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society (Tyler, 1998). Acculturation in military families is very common and occurs because of the deployment of parents and the recurrent relocation in military families unpleasantly affects marital satisfaction, ability to maintain friendships, consistent spousal employment, and family financial status that directly and indirectly contribute adversity in kids (Palmer, 2008). Relocation and deployments have a harmful influence on many older children, who

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experience a great number of problems mixing into their new environment and socializing with others (Chandra et al., 2009). A tremendous amount of stress and disturbances occur when a child relocates to a new culture where he/she has to make new friends and get used to the environment.

The above study aims to understand the dynamic factors that affect a child's mental health and wellbeing, who belong to the military background family. It aims to compare children from the civilian background and military background to examine the differences in Coping Resources, Self-Perception, Separation Anxiety, and Acculturation and to understand how these factors influence each other and the life of the people of military background (Chang, et al., 2015).

LITERATURE REVIEW

Coping Resources

Johnson & Ling (2013) Found that military background children are both resilient and vulnerable. While frequent moves build resilience and help children to cope with several problems, combat deployments increase the risk of abuse, neglect, attachment problems. The study points out that some of the military children learn from the relocation and it helps them in coping and work as coping resources.

Ann & Ginsburg (2013) highlighted in their study that most military background children turn out just fine and thus have extremely good resilience compared to civilian children that face problems. Resilience significantly helps children when they acquire relevant coping resources.

Chanda et al., (2009) found that military children and adolescents who had a parent currently or previously deployed had significantly more problems, both emotional and behavioural, than civilian children and adolescents. They also found that older children (15-17 years) had more difficulty adjusting to deployment than younger children (11-14 years) and that all children had a more difficult time adjusting the longer the deployments lasted.

Self-perception

Scholastic competence (Self-perception)

Research & Development Organization (2011) conducted a study that found evidence of the association between parental deployment and reading and math achievement for more than 44,000 students in North Carolina and Washington. Thus this study explains that children whose parents are in the military and deployed for a 12 week, faced academic challenges compared to those whose parents were never deployed.

Pedro, et al., (2013) studied that the social and emotional climate of public schools could protect military children and adolescents from undesirable outcomes. The present study is a comparative study that Overall indicates that children from military families have more negative school climate perceptions than non-military students.

Chandra et al., (2010) this study examined and pointed out the findings using focus group strategies with school staff of Army families. These staff members reported that when parents deployed that children and adolescents became angrier and sadder which had a negative impact on academic performance and peer relationships.

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Social Competence (Self-perception)

De Pedro et al., (2014) the study found that when compared with civilian children the military-connected children have more negative social, emotional, and psychological outcomes. Further, the research explains, the social and emotional climate of public schools could protect military children and adolescents from negative outcomes if the intervention programs will be done.

Huebner & Mancini (2005) found that adolescents from military families ages 12-18 years reported a loss of interest in activities, social withdrawal, changes in sleeping and eating patterns, sadness, crying, and worry about their deployed parent's safety since their parents had deployed. Which directly affects a child's social factors, in which children are unable to make friends.

Kris & Pedro (2006) the findings point out that deployment and school transitions were significant predictors of physical violence and nonphysical victimization. Despite this, multiple school climate factors were significantly associated with physical violence and non-physical victimization.

Close Friendship (self-perception)

Bradshaw et al., (2010) suggested with the evidence-based research that military teenagers may often deal with a higher state of stress than civilian adolescents as adolescents are not only exposed to frequent mobility, deployment, and other military life stressors, but also experience an increase in academic demands, conflict with parents, and the struggle to attach with peers.

Finkel & Kelley (2003) studied military children and their mothers and, thus the Results showed that military background children reported loneliness, peer relationships, fear of negative evaluations, and fear of making new friends. Further, the study pointed out that moving may be one part of the psychosocial adjustment problem due to which children face distress; the maternal functioning and family relationships affect the children with a military background. Despite maternal depressive symptoms, predicted children's depressive and anxious behaviour is relatively connected to the mother.

Physical Appearance (Self-perception)

Lester & Flake (2013) examined the deployment cycle and analysed that children were facing some problem pre-deployment as well. However, surprisingly for many families, the most stressful part of the deployment cycle is not the long month of parents deployment but the most bizarre part occurs when they come back from the war zone and the child is must be reintegrated into families whose internal rhythms have changed and where children have occupied on new roles. Such circumstances force children to alter themselves according to the environment which creates issues in their self-perception.

Bradshaw & Sudhinaraset (2010) in their study pointed out the military children's issues that were related to relocation in which 11 focus groups conducted with military students, their parents, and school staff. The findings suggest that the mobility-related stressors experienced by military children affected their self-perception and adjustment to the new school environment.

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Global Self-Worth (Self-Perception)

Watanabe & Jensen (2000) found out that, military children experience unusual developmental pressures, due to the exceptional demands of military life, such as the absence of parents and relocation every 3 years. Such demands from the military environment negatively influence each developmental stage of the child and perhaps disrupt normal childhood development hence it can affect a child's overall self-perception.

Flake & Eric (2009) initiated this study and the finding reflects the psychosocial profile of school-age military family children during parental deployment. The study results showed that children of military families experienced “high risk” for psychosocial morbidity. The most significant predictor of child psychosocial functioning, and thus individuals from military families faced more problems in self-worth.

Separation Anxiety

Jensen et al., (1995) administered the Diagnostic Interview Schedule for Children (DISC) to military children and adolescents and their parents and found that levels of psychopathology were similar to those of comparable civilian populations.

Chandra et al., (2010) studied the well-being and health of children from military background families and non-deployed parents. Telephonic interviews with children from a military background, aged 11 to 17 years, and non-deployed caregivers (n= 1507) were used to assess child well-being and challenges with deployment. Results showed that military-connected children had more emotional difficulties as compared to national samples. Older youth reported significantly more school, family, and peer-related difficulties.

Julie et al., (2013) the present study has been conducted for a better understanding of the influence of parental military connectedness and parental deployment on adolescent mental health. Findings highlighted the increased risk of mental health issues among youth with parents in the military.

Murphey et al., (2011) suggested that separation from the attachment figure, whether through deployment or otherwise, could be a threat to the healthy development of young children and it could inhibit the child from reaching development milestones, particularly if adults do not prepare children adequately for the disruption. Many of children's responses to events, including separation and deployment are highly individualized mediated by the reactions and coping styles of the remaining parent.

Michael, (2015) study suggested that "Kids often experience more anxiety, explaining that while there is not a lot of data, some studies suggest about 30 percent of children will have difficulties as a result of deployment it also focuses that military background children are more prone to separation anxiety disorder as compared to civilian background children.

De Pedro et al., (2015) found that when compared with civilian students, military-connected students have more negative mental health outcomes. This study was conducted on a large sample of military and non-military secondary adolescents in military-connected schools (n= 14,943) and examines relations between school climate, military connection, deployment, and mental health. The findings show that multiple components of school climate are associated with an inferior likelihood of depressive symptoms and suicidal ideation and an increased likelihood of well-being among students in military-connected schools.

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Lagrone (1978) the finding of this study suggested that the incidence of behavioural disorders was greater in a sample of children and adolescents seen at a military health care clinic as compared to children and adolescents seen at a health care clinic for civilians. Suggested that the military lifestyle contributes to a “military family syndrome”. Thus separation anxiety disorder is a behavioural disorder it implies that military children are more prone to have a separation anxiety disorder.

Pexton et al., (2018) study examined that levels of anxiety and stress symptoms were reported by both the group of military children at each stage of deployment of their parents. A total of 52 children aged 8-11 years with father's deployment to Afghanistan (N=26) and father deploying on training (n=26) were recruited from primary schools connected to an Army Garrison in the United Kingdom and Germany. All the families were living in military accommodation.

Acculturation

Weber & Weber (2005) found that recurrent relocations lead to abnormal behaviour. Military adolescents are a highly mobile population with a highly variable amount of relocations. Parents of military children were studied for their children's history of behaviour. The data suggested that relocation frequency was a more predictive measure of improved parental perceptions and mitigate aberrant behaviour. Data from this study put forward that frequent relocation frequency is perhaps more critical factor in resilience development.

De Pedro et al., (2011) cited geographic location as a recommendation for future study on military families. We do not know how military families who are stationed overseas cope with deployment in addition to the experience of cultural stress. The gap in the literature made this study even more important.

Williamson et al., (2018) studied that children in military families have uniquely different childhood experiences compared to their civilian peers including a parent in employment and a stable familial income, numerous relocations, indirect exposure to and awareness of conflict, and extended separation from parents or siblings due to deployment.

There is a paucity of research that has examined how acculturation affects a child with a military family, especially in the Indian context. In order to bridge the gap between these variables and factors in the Indian context further probing and researchers are needed to understand this concept better and to comprehend the significant challenges of acculturation that negatively influence children from military and civilian families.

METHODOLOGY

Aim

The study aims to explore the differences in coping resources, self-perception, separation anxiety, and acculturation (qualitative) among the civilian background children and military background children.

Objective

1. To study the difference in coping resources among civilians and military background children.

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2. To study the difference in separation anxiety among civilians and military background children.
3. To study the difference in the scholastic competence dimension of self-perception among civilians and military background children.
4. To study the difference in social competence among civilians and military background children.
5. To study the difference in physical appearance among civilians and military background children.
6. To study the difference in close friendship among civilians and military background children.
7. To study the difference in global self-worth among civilians and military background children.
8. To understand and study the differences in acculturation with the help of a qualitative check.

Hypotheses

1. Coping resources will be higher in military background children as compared to civilian background children.
2. Separation anxiety will be higher in military background children than civilian background children.
3. Scholastic competence dimension of self-perception will be higher in civilian background children as compared to military background children.
4. Social competence dimension of self-perception will be higher in civilian background children as compared to military background children.
5. Physical appearance dimension of self-perception will be higher in civilian background children as compared to military background children.
6. Close friendship dimension of self-perception will be higher in civilian background children as compared to military background children.
7. Global self-worth dimension of self-perception will be higher in civilian background children as compared to military background children.
8. There will be no significant difference between military and civilian background children on acculturation.

Sample

The sample for the study consisted of a total sample of 192 school children out of which 106 were military background children and 86 were civilian background children. Both girls and boys of 14-17 years old. Purposive sampling has been used for data collection.

Instruments

Three measures were used in the present study,

Self-perception Profile for Adolescents-R (Harter, 2012) The test was developed by Susan Harter, in 1999 and then revised in 2012. This is a 45 item self-report inventory that is used for the evaluation of the individual's Self-perception. The test is divided into 9 subscales: Scholastic Competence: Social Competence, Athletic Competence, Physical Appearance, Job Competence, Romantic Appeal, Behavioural Conduct, Close Friendship, and the vast scale that measures the Global - Self-worth. The scale had good reliability with an internal consistency with the Cronbach alpha value ranging from .71 to .85 (Harter, 1985). **The scale has good factorial validity and face validity** where The Self - Perception

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Profile meets this criterion quite handily because items directly ask about the concepts in question. The test developers personally built in this criterion because they intended to make the instrument understandable to teachers, school administrators, parents.

The Coping Resources Inventory (Hammer & Martin, 2004) The scale was developed by Hammer & Martin, in 2004, which is a 60 - item self-report inventory for identifying an individual's levels of coping resources. The scale consisted of 5 subscales that measured the following 5 domains Cognitive, Social, Emotional, Spiritual / Philosophical, and the Physical domain. The scale reported having good internal consistency with a high value of 0.91 and the Test-retest Reliability was also good with a value of .73. The scale also reported having good predictive validity where the total CRI score was found to be a significant predictor of stress symptoms (R^2 change = .15, $p < .0001$).

Screen for Child Anxiety Related Emotional Disorders (Boris et al., 1997) This is a self-report screening questionnaire for anxiety disorders. The questionnaire was developed by Boris Birmaher, Suneeta Khetarpal, Marlane Cully, David Brent, & Sandra Mackenzi in 1997. SCARED consisted of a total of 41 questions that measured different types of anxieties such as Generalized anxiety disorder (GAD), Separation anxiety disorder (SOC), Social anxiety disorder (SC), significant school avoidance. Reliability of the test was good with Internal consistency (.74 to .93), test-retest reliability (interclass correlation coefficients = .70 to .90), test-retest reliability ($r = .86$ over a median of 5 weeks). The scale also had good Validity with Content validity as it covers the DSM diagnostic symptoms of anxiety disorder and specific phobia and Construct validity which shows convergent validity with other symptom scales SCARED significantly positively correlated with CBCI.

Acculturation Questionnaire for Military Background Children in Indian Context: A Qualitative Check. The scale was developed by the researcher and under the guidance of the respective professor. It was a qualitative check developed to understand acculturation in the children belonging to the military background and civilian background. The scale contains 12 items, the respondents were asked to respond in terms of always, sometimes, and never. The scale was designed on four basic factors of acculturation which are Assimilation, Integration, Separation, and Marginalization. To capture the potential effect of acculturation on present samples, as there were limited pre-existing adequate questionnaires; the qualitative questionnaire was constructed by the researcher under the adjuration of respective professors of SPPU; moreover, the respective changes were made accordingly, the pilot study had been conducted as well. The test comprises a total of 12 questions: the highest score is 24, the highest score indicates that the child had faced challenges due to the relocation.

Procedure

The data was collected from Army public school NDA and Kendriya Vidyalaya National Defence Academy (NDA), which have a combined population of civilian and military background children, all the respective permission was taken beforehand. The data was collected through purposive sampling, Set of questionnaires containing SPQ, CRI, and SCARED and a Qualitative check were developed for this present study in order to measure the impact of acculturation in the students. While administering all the questionnaires the instructions were read out loud and clear and the children had to fill them accordingly. It was seen that all the participants had understood how to respond to each test clearly and

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their doubts were clarified. It was assured that all their responses and other personal information will be kept confidential.

Data analysis

Table 1: Shows means, standard deviation, and t-test analyses for Military background children and Civilian background children on Coping resources, Separation Anxiety, Self-perception (Scholastic Competence, Physical Appearance, Close friendship, Social Competence, Global Self-worth) among the total sample (N=192)

Variables	Military			Civilian			t value
	N	M	SD	N	M	SD	
Coping resources	106	173.78	15.70	86	169.0	18.78	1.92*
Separation anxiety	106	7.25	3.27	86	5.87	3.32	2.89**
Scholastic competence	106	13.18	2.99	86	14.19	7.34	1.28
Social competence	106	14.29	3.10	86	14.78	2.56	1.16
Physical appearance	106	14.39	3.29	86	13.71	3.17	1.44
Close friendship	106	13.93	3.30	86	14.14	2.97	0.44
Global self-worth	106	15.07	2.62	86	14.43	3.23	1.50

*. Significant at 0.05

** . Significant at 0.01

The data has been analysed for normality through the Shapiro-Wilk test.

Coping Resources

A t-test was carried out to see if military background children and civilian background children differ significantly on coping resources. The table I shows the mean, standard deviation, and t-test values. The mean value for military background children for coping resources was (M= 173.78, the standard deviation was 15.706 and the mean value for civilian background children was 169.00, the standard deviation was 18.786 thus the (t = 1.921, p< 0.5). These results indicate that military background children were higher on coping resources than civilian background children.

Separation Anxiety

The table I shows the mean, standard deviation, and t-test values for Separation Anxiety. The mean value for military background children for separation anxiety was 7.25, the standard deviation was 3.275 and the mean value for civilian background children was 5.87, the standard deviation was 3.321. Thus, t value was 2.891 (p< 0.1 one-tailed). These results indicate that military background children were higher on separation anxiety as compared to civilian background children.

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Scholastic competence

The mean value for military background children for Scholastic Competence was 13.18, the standard deviation was 2.991 and the mean value for civilian background children was 14.19, the standard deviation was 7.344. Thus, t value was 1.287 (NS). Though the result is not significant from mean differences, results indicate that military background children were lower on scholastic competence as compared to civilian background children.

Social Competence

The mean value for military background children for Social Competence was 14.29, the standard deviation was 3.104 and the mean value for civilian background children was 14.78, the standard deviation was 2.569. Thus, t value was 1.165 (NS). Though the result is not significant from mean differences, results indicate that military background children were lower on Social Competence as compared to civilian background children.

Physical Appearance

The mean value for military background children for Physical Appearance was 14.39, the standard deviation was 3.291 and the mean value for civilian background children was 13.71, the standard deviation was 3.177. Thus, t value was 1.441 (NS) which is not significant. Though the result is not significant from mean differences, results indicate that military background children had higher Physical Appearance as compared to civilian background children.

Close Friendship

The mean value for military background children for Close Friendship was 13.93, the standard deviation was 3.304 and the mean value for civilian background children was 14.14, the standard deviation was 2.979. Thus, t value was .448 (NS), which is not significant. Though the result is not significant from mean differences results indicate that military background children were lower on Close Friendship as compared to civilian background children.

Global self-worth

The mean value for military background children for Global self-worth was 15.07, the standard deviation was 2.623 and the mean value for civilian background children was 14.43, the standard deviation was 3.234. Thus, t value was 1.504 (NS), which is not significant. Though the result is not significant from mean differences, results indicate that military background children were higher on Global self-worth as compared to civilian background children.

Table 2: The following table shows the difference between military and civilian background students on Acculturation.

Variable	Military			Civilian			t Value
	N	M	SD	N	M	SD	
Acculturation	20	11.35	2.033	19	6.95	2.39	6.20**

*. Significant at 0.05 **. Significant at 0.01

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A short qualitative check was taken to gain insights into acculturation effects on children. After conducting further analysis it was found that it was higher in military background children and thus the result was significant at 0.01 level.

DISCUSSION

The aim of the study was to explore the differences in coping resources, self-perception, separation anxiety, and acculturation among the civilian and military background children.

The first objective of the study was to study the difference in coping resources among civilians and military background children and the results showed that military background children scored higher than civilian background children on coping resources, this result was statistically significant at 0.01 level. (Military background children Mean = 173.78, Civilian background children = 169.00). Hence the first hypothesis which stated that coping resources will be higher in military background children as compared to civilian background children' was accepted. A study conducted by (Nancy, Ryan & Wenger, 2001) found that military children are resilient and effectively cope with the negative effects of war or threats of war.

The second objective was to study the difference on separation anxiety among civilians and military background children and the results showed that military background children scored higher than civilian background children on Separation Anxiety, and the values were statistically significant (Military background children Mean = 7.25, Civilian background children = 5.87) hence the second hypothesis, Separation anxiety will be higher in military background children than, civilian background children was accepted. The study showed that the children of Army officers and senior enlisted personnel found that they reported higher levels of depressive and anxiety symptoms and this supports the result obtained that military background was higher on anxiety (Jensen et al., 1989).

The third objective of the study was to study the difference on scholastic competence dimension of self-perception among civilians and military background children and the results were not significant at any level hence the third hypothesis that Scholastic competence dimension of Self-perception will be higher in civilian background children as compared to military background children was not retained. (Engel, R. C et al., 2010) examined that relocation in military families has a modest adverse impact in most academic subjects of children, due to lengthy deployments and deployments during the month of examination associated with the largest detrimental effects. Evidence also suggests that these adverse effects may continue for several years.

The fourth objective of the research was to study the difference in social competence among civilians and military background children, but the results were not significant at any levels hence the fourth hypothesis that social competence dimension of self-perception will be higher in civilian background children as compared to military background children is rejected. The study found that frequent moves in the military families were not related to service member families; overall wellbeing including social competence, school and academic achievement (Marchant & Medway, 1987)

The fifth objective was physical appearance among civilians and military background children, the fifth hypothesis that the physical appearance dimension of self-perception will be higher in civilian background children as compared to military background children as

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the results were not significant at any level. (Chang & Reed, 2015) found that parents often have the biggest effect on their children's body image perceptions, and children of military service members may have different body image perceptions, based on their parents' standards.

The sixth objective was to study the difference in close friendship among civilians and military background children but the results obtained were not significant at any levels and because of that, the sixth hypothesis was also rejected that stated close friendship dimension of self-perception will be higher in civilian background children as compared to military background children. (Kamitkar, 2017) found that due to frequent moves, many military children experience disrupted relationships with friends and need to adapt to new schools and cultivate new community resources but as the results were not significant at any level hence further probing is needed.

The seventh objective was to study the difference in global self-worth among civilians and military background children and this objective was not fulfilled as the results were not significant at any levels and hence the hypothesis which stated that global self-worth dimension of self-perception will be higher in civilian background children as compared to military background children was rejected and not retained. A study by (Watanabe, 1985) indicated that the psychological profile of the military adolescent is very similar to the non-military adolescent and the results of this study also suggest that the self-image of the military adolescent is as good as that of the non-military adolescent.

Along with the Quantitative analysis, a qualitative check of acculturation was also performed to receive information about acculturation among military and civilian background children. The qualitative measure of acculturation included questions related to assimilation, integration, marginalization, separation which are domains of acculturation. After the statistical analyses (independent t-test) military background children scored higher than civilian background children ($p < 0.01$), military background children ($M = 11.35$) civilian background children ($M = 6.95$). (Ruth & Anderson, 1999) found that change associated with relocation is a disruptive element, especially for children because of their sense of lack of control that impairs a children's adjustment and raises numerous emotional and psychological issues.

SUMMARY AND CONCLUSION

The present study was conducted to study Coping Resources, Self-Perception, Separation Anxiety, and Acculturation among military and civilian background children. After studying and evaluating the obtained result, based on acceptance and rejection of the framed hypotheses the following conclusion were drawn which states that the Coping resources are higher in military background children than civilian background children, Separation anxiety was higher in military background children, further, there were no significant differences found on Scholastic competence dimension of self-perception among civilian background children and military background children, there were no significant differences found on Social competence dimension of self-perception among civilian background children and military background children, there were no significant differences found on Physical appearance dimension of self-perception among civilian background children and military background children, there were no significant differences found on Close friendship dimension of self-perception among civilian background children and military background children and there were no significant differences found on Global self-worth dimension of

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self-perception among civilian background children and military background children and in the last hypothesis the results were significant and military background children were found to be higher on acculturation. Through all these results the conclusion that I could draw is that it is a need of an hour to conduct more studies like this to elevate and to safeguard the mental well-being of such a population. It's a dire necessity to comprehend that relocation has a significant impact on children's mental well-being; furthermore, the need for schools to be well equipped is also demanding. Acculturation is not perceivable as it, directly and indirectly, impacts people. Ergo, there is a need for a holistic program that gives equal attention to mental health, and efforts shall be made to pay more attention to those children who were relocated due to posting. Despite having limited studies to support, researchers decided to include the acculturation qualitative to get a gist of adversity, and also to capture the potential challenges and convert them into potential benefits, which would not just be favourable to children but for military personnel as well. With the results, it has been found the compelling need of developing a standard questionnaire to study acculturation among military children. According to the theory of the window of tolerance if a child is pushed far away from the window of tolerance he/she faces challenges to bring them within the window we need to provide adequate short term support to rebalance their potentials. Furthermore, there is a higher need for short phase intervention on the youth of civilian families as they are similarly exposed to challenging circumstances, such as poor parental mental health.

Future implications

The present study can serve as a foundation to promote the development and utilization of innovative programs that address the needs of today's military families. Hence this study can influence government plans (policy-making) to focus more to assist and uplift the attention on the mental health of children belonging to the military background. As there is a paucity of research on this topic in the Indian context, considering that more attention is needed to be given to the adversities that arise as a result of acculturation in children and also there is a need for increased in primary research, taking acculturation into account which will, in turn, give leverage to the schools to be more sensitive with such students who have seen relocations due to their military background, with the help of systematic referral systems and collaboration between school and government, we could strengthen screening process and develop support for such children. This study could be used to develop certain psychological interventions that could assist such populations more effectively. A study could be conducted on officers' and soldiers' children to comprehend the effects of the environment which arise due to different designations. As not much research has been conducted on this topic earlier, especially in India where we have different traditions, culture, languages and various other aspects, which differentiates us from other countries, therefore the study shall be taken into consideration which will involve factors like a family environment, drug abuse, and pathological factors like mental health disorders which impact children after the modification of culture, along with the current variables which are involved in the present study. Moreover, gender differences could also be studied to address adversity within such a population while carrying out in a similar vein study. Additional research is needed to ensure appropriate, evidence-based interventions for acculturation.

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Conflict of Interest

The authors colorfully declare this paper to bear not a conflict of interests.

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