CHAPTER - I

INTRODUCTION
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Marriage is an important event in the life of an individual. It has a number of dimensions and functions. Wives are seeking a more equal place in the world of work and expect husband to contribute proportionately more to the management of the home and family. Marriages which were structured in terms of male dominance come increasing strain as women seek more liberated social roles. A common source of marital problems lies in divergent role expectation between the spouses. Each carries into the marriage expectations as to how the other is to act and feel, often conditioned by the example of their own parents. Though the marriage vow promises equality, the man may remember two well how his mother waited on his father or the common how her father treated his wife as a precious doll to be cared for and protected from effort and harm. In fact, the partner may not at all act in expected way; disappointed and frustration result. conflicts of expectations regarding responsibility, dominance-submission, autonomy, defection and respect, among others, lie at the root of many marriage problem. (Korchin, 1986).

(1)
The need of each partner may be complementary as each meets the others needs a stable marriage results. However a less harmonious state of affair exists where the needs of each cannot be simultaneously. Met and the amount of compromise required is great. Where for example, both husband and wife are overly dependent and fearful, they may complete for the cored role and resent the other for forcing responsibility on him or her. The intimacy of marriage not only fosters deep feelings of love but all to often of hostility, anger and anxiety.

Personality is a concept which has a wide range among human beings. It is nothing but configuration of positive characteristics which are observed during some behaviour. Children's behaviour are outcome of family environment where role of mother is of great importance. It has been observed that there is a difference between children of employed and unemployed mothers. Owing to this factor it was divided to undertake work on same topic.

Role of mother is very important in present research work. It influences different traits of children regarding their adjustment, intelligence, values and behaviour. To what extent these variables are observable during role of mother. Conceptual frame work will also clarify the total out lines of research thus
we select the problem "A study of Personality, Adjustment level and Family Relationship of children of employed and unemployed mothers"

(i) Adjustment:

The Concept of Adjustment:

Everyone would prefer to be well-adjusted and happy, but too often people experience so much stress that they are not as happy as they would like to be. Well-being may be defined as a subjective, positive, emotional state with general life satisfaction (Diener, 1984). It involves the way the individual feels about himself or herself and is due to achievement of goals in life. The successfully adjusted person is pleased with his or her life (Schwarz & Clore, 1983). In other words, the person is happy.

Staats (1983) reported that college students were generally happy if they were getting good grades, making friends, achieving goals, had enough money, and were studying with good professors. Stassen and Staats (1988) found that American students were slightly happier and more satisfied than Canadian students. Both groups reported the greatest satisfaction with health and lowest satisfaction with financial security. These students generally reflected the level of satisfaction found in the general population (Diener, 1984).

(3)
The most common contributors to a sense of well-being include family life, standard of living, work, marriage, and financial security. Diener (1984) reported that happy people tend to have high self-esteem, a satisfying love relationship, a meaningful religious faith, and sufficient social activities. Diener also reported that happiness does not appear to be related to age, race, sex, or education. Maslow (1970) identified the characteristics of the self-actualized person in his humanistic approach (see chapter 11, "Personality"). Many of those are characteristics of the happy, well-adjusted individual.

Brodsky (1988) identified several characteristics of the person who is striving toward well-being. They include a strong positive affect, substantial satisfaction with life, and a reconciliation of values with realities of society. This person makes deliberate choices, practices self-control, and takes some risks to obtain goals. In addition, the well-adjusted person is a unique person and has a good self-image. In order to help more individuals reach this state of existence, more research will be done in the psychology of adjustment and health.

The Concept of adjustment was originally a biological one and was a cornerstone in Darwin's theory of evolution (1859). In biology the term usually employed was adaptation. Darwin maintained that only those organisms most fitted to adapt
to the hazards of the physical world survive. Biologists have continued to be concerned with the problem of physical adaptation, and many human illnesses are thought to be based on the processes of adaptation to the stress of life (cf. Selye, 1956). Such illnesses include diseases of the circulatory system that produce coronary attacks and cerebral hemorrhages as well as disturbances of the digestive tract such as ulcers and intestinal colitis.

The process by which an organism attempts to meet the demands placed upon it by its own nature and by its environment is called adjustment. (Coleman, 1960).

Schneiders (1965) says that adjustment can define “Most simply as process involving both mental and behavioural responded by which a individual streves to cope with inner needs. Tensions, frustrations and conflicts and to bring harmony between these inner demands and those imposed upon him by the world in which he lives.”

Thus while studying adjustment, one should therefore be more interested in the ways in which people respond to the demands and stresses of their environment as well as to the satisfaction of their needs and desires in accordance with such temporary and long-range environmental demands (Hussain 1966).
Man's behaviour can be described as reactions to a variety of demands or pressures that are brought to bear upon him. The clothing he wears varies with the climate in which he lives and represents, at least partly, an adaptation to weather. Architectural forms also depend upon climatological and topographical factors, and man has shown great ingenuity in adapting the raw materials of his environment to his need for shelter and warmth. This is dramatically illustrated by the remarkable feat of the Eskimos, who build houses out of ice and snow (in adapting to the rigors of life in the Arctic). We can understand a great deal of human behaviour by conceiving human actions as adaptations to various kinds of physical demands.

Just as a person adapts to physical demands, he also adjusts to social pressures, that is, demands that arise from living interdependently with other persons. When he is an infant, his parents make demands upon him to acquire the proper values and behaviour patterns. When he is adult, they continue to have expectations of his marriage, his career, or where and how he lives. Wives have certain expectations about their husbands, husbands about their wives, employers about their employees, and children about their parents. These expectations function as powerful pressures upon the individual.
The biological concept of adaptation has been borrowed by the psychologist and renamed adjustment. The psychologist is more concerned with what might be called "psychological survival" than physical survival. As in the case of the biological concept of adaptation, human behaviour is interpreted as adjustments to demands on pressures. These demands are primarily social or interpersonal and they influence the psychological structure and functioning of the person.

It was said that adjustment involves a reaction of the person to demands imposed upon him. The psychological demands made upon the person can be classified into external and internal.

Nature of Adjustment:

The word adjustment has been described in many ways by different psychologists, biologists, mental hygienists and other behavioural scientists. A scientific definition of adjustment ought to be objective, precise and clear cut. Difficulties arise because in a concept like this evaluative attitudes have their say. Generally, it has been argued that the concept of adjustment is a mere fiction as people have always failed in giving a standards adeinition of adjustment party because of its many meanings, and party because the criteria
against which adjustment could be evaluated are not well defined; further, the boundaries between adjustment and maladjustment are never water-tight.

The mental hygionists take a more personal view of the adjustment process and consider is to be the need for person’s adjusting to himself understanding his strength and limitations, facing reality and achieving a harmony within himself (Kalpan 1965).

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

Clinical psychologist consider and organized behaviour to be adjust behaviour and therefore, freedom for fears, obsession, phobiasm hostilities, complexes, and other pathological symptoms, are the criteria against which adjustment can be evaluated.

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

Personality psychologist define adjustment on the basis of self-concept of self-picture of the individual which should be in accord with reality. "adjustment is the process of
meeting life’s problems, and is personality and the self-concept of personality inaction.” Galanz & Walston (1958).

Thus, while dealing with adjustment as a process we are confounded by two factors—environmental demands, and needs and motives to be satisfied. There is always a conflict between these two forces which call forth adjutive process. Coleman (1960) States, “The process by which an organism attempts to meet the demands placed upon it by is own nature and by its environment is called adjustment.”

Smith (1961) goes one step further and suggests that good adjustment leads to general satisfaction of the whole person rather than the satisfaction of an intense drive at the expense of others. Beside this, a well adjusted person always considers his long interest and not simply the satisfaction of an intense drive. This type of adjustment is both realistic and satisfying.

In short, every individual attempts at making adjustment to minimize frustration and conflicts resulting from internal and external demands. However, the difference lies in the quality of adjutive behaviour patterns.

The above-mentioned different approaches to the concept of adjustment can be simply analysed in the following ways.
(a) adjustment is a process.

(b) By the process the individual tries to bring harmonious, stable and satisfying relationship with his environment, i.e., by this process the individual alters his impulse and responses to fit the demands of the environment.

(c) By this process the individual tries to satisfy his needs and desires in accordance with environmental demands one the on hand, and his abilities and limitations on the other.

(d) A good adjustment always aims at long-term satisfaction instead of satisfying and immediate intense needs.

While studying adjustment one should, therefore, be more interested in the ways in which people respond to the demands and stresses of their environment as well as to the satisfaction of their needs and desires in accordance with such temporary and long-range environment demands.

The Concept of good and poor adjustment:

Another important issue is that of describing who are well adjusted and who are poorly adjusted persons; or, when does a person make healthy adjustment? It will not be a simple matters of classifying individuals as adjusted and maladjusted. Moreover, psychologists, or, contrarily, unhealthy. We know that
standards of adjutive behaviour may vary with time, place, culture, circumstances and the characteristics of the individual. There is no single life style which is best for all peoples. There are many life styles of varying forms (Kalpan, 1956).

An individual may be called adjusted at one time but he may be maladjusted at another time in the same complex. He may be adjusted to one aspect of life and not another, for example, he may be emotionally adjusted but social maladjusted. Criteria against which adjustment is evaluated either as good or bad are provided by a particular cultural context, based on this value systems and this value system naturally differs from one culture to another or from one generation to another.

To sum up, to difficult to have a yardstick or norm against which adjustment can be evaluated manly because of the following reasons :

(a) The value system of one's culture differs from another.

(b) Even in the same culture value systems change from time to time.

(c) Adjustment is to be evaluated considering and individual's development level.
(d) Adjustment involves a continuous variable.

In view of the above discussion it seems rather difficult to evaluate adjustment as being good or bad. Never thesis, we can take into consideration the overall characteristics of a well adjusted person and derive some general criteria constituting the basic core of adjustment. These criteria many be summarized as follows:

(i) A well adjusted person establishes a harmonious, stable and satisfying relationship with the environment. He meets his needs and fulfills his desires with the resources available in the environment from the viewpoint of his own welfare and that of others. He has realistic self-perception, and appraises his own abilities as well as limitations realistically.

(ii) He has control on impulses, thoughts, habits, emotions and behaviour in terms of self-imposed principles or of demands made by the society. He enjoys a mental life. Which is free from depressions, intense fears, acute anxiety, hostility sense of guilt, insecurity and disruption of thought etc. to a great extent.

In short, it can be said that his behaviour is not disturbing to himself and to people around him. A maladjusted person behaves in a way which is seniorly disturbing to himself and/or to the other members of the society.
Adjustment to external and internal demands:

There are a large number of external demands that arise from the physical conditions of existence. From the psychological viewpoint, however, those pressures arising out of our existence as social beings are of greater importance. From early childhood we are confronted with the demands of other persons to do some things and not others. At first, these demands deal with relatively primitive actions. For example, we are required to feed ourselves, not to hit other children, and not to damage property. Between two and three years of age we must learn to control the sphincter muscles of the bladder and bowel according to social custom. As we nature, the demands of others become more subtle and include conceptions, values, and more complex patterns of social behaviour. Our failure to comply with these demands results in disapproval and negative consequences, and our conformity to them leads to approval and positive consequences. When we incur the disfavour of our parents and other persons who are significant to our welfare, strong anxieties are aroused. We learn that certain forms of behaviour lead to approval, and hence the reduction or elimination of anxiety, and that other forms of behaviour have the opposite effects.

This process of socialization in response to anxiety and social pressures has been very effectively discussed by
Allison Davis, who has been concerned with the influence of social-class factors in the development of personality. He writes (1944, p. 203-204):

The intensive study of normal personalities leads inevitably to the recognition of the tremendously vital role of this type of socialized anxiety in the integration and direction of the personality, notably in the development of individuals of middle status. One of the certain gains for social science, in the recent studies of normal individuals living in their social contexts, has been the discovery that many concepts of personality economy developed by psychopathology do not hold for individuals in our own culture who are not mentally ill. The tendency of the psychopathologist to extend the concept of the neurotic, maladaptive, irrational type of anxiety, for example, to all anxiety has been a dangerous generalization. In the same way many other concepts of maladaptive functions, based upon clinical study of the delinquent, the criminal, or the mentally ill have been applied wholesale to the analysis of the personality dynamics of normal people by mental hygienists psychiatric case workers, and by other students of personality development. These supposedly symptomatic traits include, among others, such motivations as hostility, guilt feelings, intimidation, inferiority feelings, chronic frustrations as well as anxiety.
The fact is, however, that all of these motivations not only appear in the normal range of human personalities in American society, but these instigations may be all culturally useful and may be integrated in some from into the adaptive behaviour of the well-adjusted and socialized child or adolescent. For example, most young children of middle-status families are trained in the basic cultural forms with regard to property, exploration of the adult world, and aggression largely through those feelings of shame, of age inferiority, of guilt, and of anxiety which are instilled by the parents and other adults in accord with the necessary modes of child training in a society like that of American middle class.

Even aggression and hostility must be taught to the child through culturally approved forms. With regard to overt aggression the middle-class boy must learn, for example (1) to fight when attacked by another boy, (2) not to attack a boy unless he has been struck, (3) not to attack girls or supervisory adults under any circumstances, but also (4) not to withdraw when in a normal, approved competitive situation. A child without the culturally approved, adaptive type of aggression in a competitive and status-structured society like ours is himself abnormal.
The problem of Adjustment in our Daily Life:

The problem of adjustment is a vital problem of the modern world. This problem is a matter of such a widespread concern that books, magazines, scientific journals etc., dealing with adjustment problems are appearing more and more. Today we are facing a more complex world which taxes our adjustable capacities and we are feeling difficulty in achieving a sense of harmony with the environment. Modern life seems to produce maladjusted individuals as a faster rate, Kaplan (1959) observes. ".....mental disorders are today the number one public health problem of the nation. They affect more people and more families than any other single disorder, and evidence indicates that maladjusted individuals are being produced at a faster rate than facilities to take care of them can be provided."

The problem of adjustment, being faced by our adolescents, needs serious consideration. It has been rightly estimated that 18th century was characterized by enlightenment, the 19th century by progress and development whereas the 20th century in characterized by anxiety and conflict. The 21st century which will bring a computer age is bound to make human beings behave like a machine demanding excessive concentration and speedy reaction. This would naturally pose a greater threat to the individual’s ego and adjustable mechanisms and consequently his mental health.
Thus, it is a common knowledge for the behavioural scientists in general that the problem of adjustment is of immense importance for all of us and they feel that students must be helped in developing good emotional, social health, home, and other types of adjustment besides the intellectual development. If there is something wrong with any aspect of adjustment of the pupil, he cannot benefit from college education in spite of his best efforts. So, early detection of maladjustment will help the students in achieving maximum satisfaction.

Lehner and Kube (1955) in their preface to “The dynamics of personal adjustment.” have well emphasized the importance of adequate behaviour patterns in leading a happier life by mentioning, “We would not expect to cross the desert in a boat or the ocean in an automobile, but many of us fail to realize that it is just as unrealistic to expect inadequate behaviour patterns to carry us satisfactorily through the journey of life.

Competing terms with Adjustment:

Before we discuss the nature of adjustment, it is proper to differentiate the term ‘adjustment’ for adoption conformity and normally which are synonymously used with it. Technically speaking, we should be cautious in using these terms.
Adoption and adjustment:

The concept of adjustment was biological and originally. It was termed adaption. Darwin (1859) in "The Origin of species" maintained that only the organisms which are most fitted to adopt to the this was called as the "Survival of the fittest".

The term adaption has been replaced by adjustment. The process of adjustment is more complex than simple biological adaptation. In spite of similarities between these two ideas the complex process of adjustment cannot be fitted in to the simple concept of biological adaption.

Adjustive behaviour has also been differentiated from adaptive behaviour on the basis of tension-reduction and its future consequences. Adapting behaviour is concerned with the immediate reduction of tension. Whereas adjustive behaviour is the result of long-term satisfaction achieved. Kalpan (1965) remarks" people may persist for years in adaptive behaviour which brings immediate rewards but does not contribute to long-term satisfaction. They have little tolerance for emotional stress and use only available means to secure relief. The adjusted person, on the other hand, is capable of delaying immediate relief.
of anxiety in favour of behaviour patterns which build towards more constructive and lasting rewards.

**Adjustment and conformity:**

Generally people take good adjustment to be passive conformity to the demands of the environment, i.e., a conformist is generally considered to be a well adjusted person.

No doubt, conformity may be regarded as one of the criteria of good adjustment, but this term, however, cannot be synonymous with adjustment. It is only one form of adjustment, whether the adjustment achieved by conforming behavior is good or bad depends on the circumstances under which it takes place.

Thus conformity takes place in both the circumstances, but in one case the quality of adjustment is good whereas in other it is poor"... To a psychologist, however, adjustment implies not mere conformity but a harmonious relationship between the individual and his present environment. A person can achieve adjustment either by adapting his behaviour to the requirements of a situation or by changing the situation to meet his personality needs.” (Torgerson and Adams, 1954).
Adjustment and Normality:

The concept of good adjustment is also generally described in terms of normality. The term normal means conformity to a particular norm of standard which is generally a statistical average and which is not concerned with value judgment. So, any deviation form the established norm is taken to be a sign of abnormality and ultimately a sign of maladjustment.

Any behaviour which is normal statistically, cannot therefore, be necessarily taken to be also adjusted behaviour. It's moral, social, or clinical aspects are also to be considered. However, if the norm is devised from the criteria or adequate behaviour, and not only from what most of the people are, or do normality can be taken as good adjustment.

(ii) Personality:

A recent workable definition of personality comes from Walter Mischel (1986) - a noted personality theorist. He says, "Personality usually refers to the distinctive patterns of behaviour (including thoughts and and emotions) that characterize each individual's adaptation to the situations of his or her life". It may also be defined as "a particular pattern of behaviour and thinking prevailing across time and situations that differentiate one
individual from another" (Buskist & Gerbing, 1990). It is interesting that the early psychologists placed greater emphasis on the inherited characteristics (fixed and rigid raw material such as physique, temperament, intelligence etc.), the modern personologists consider "environmental interaction" as a more powerful determinant of personality than hereditary traits. This apart, the three-fold conception of man as body, mind and spirit implies an important truth that man is not a mere object, that his spiritual nature is not on the same level as his psychic and corporeal, that his soul and body can participate in a new order of spirit and existence. The dynamic self-always inter-acting, adapting, adjusting, assimilating and integrating-is all that is important in the context of human personality because integration, assessment and organization of certain traits, as Allport (1961) put it, takes place only when the individual is in the thick of situations and interacts with the environment. Shaping of a personality is ultimately the result of an increasing struggle between the individual and the environment. Eysenck, therefore, believes that "the unique individual is simply the point of interaction of a number of quantitative variables". While it is easier for the scientist to study commonalty and arrive at trustworthy generalizations, it is impossible to sit on judgment over individuality because no one for sure can say how various
"qualitative variable" omteract in each case. No objective yardstick of science can accurately assess the "uniqueness".

**Brief History of Typologies -**

A typology is a system for classifying people according to types. One of the first typologists was the Greek physician Hippocrates (460 - 377 B.C.), who focused upon the four fluids or "humors" of the body as they were assumed to be present in the people at that time: black bile, yellow bile, blood, and phlegm. Persons with an excess of black bile were classified as melancholic and were presumed to be depressed and pessimistic. The choleric, possessing excess yellow bile, were considered quick - tempered and irritable. Persons with a predominance of blood were sanguine, as reflected in their cheerful, optimistic manner. The phlegmatic, possessing excess phlegm, were slow, impassive, and uninvolved with the world at large.

In the nineteenth century an Italian physician, Cesare Lombroso (1836 - 1909), proposed a criminal type, recognizable by his slanting forehead, flat nose, and large jaw. Lombroso's thinking was influential during this time, but his theory of criminality is greatly oversimplified by today's standards, since it ignored environmental influences completely.
A German philosopher, in a treatise called types of men, classified human being according to six basic interests or values: theoretical, economic, aesthetic, social, political, and religious (Spranger, 1928). This classification provided the framework for a later test of personal values, known as the study of values, which, although it has statistical validity, does not necessarily support the theory (Allport et al. 1960).

A Constitutional Typology -

In the early 1940's a group of researchers made an ambitious attempt to study a typology called constitutional typology because it relates body structure and personality.

Somatotyping -

As the first step in this procedure, approximately four thousand photographs of nude young men were judged with regard to important physical variations, and these preliminary analyses indicated three basic dimensions of physique: endomorphy, which involves a predominance of digestive viscera; mesomorphy, constituting an abundance of muscle; and ectomorphy, in which there is a prominence of skin and neural structure. These dimensions were referred to as somatotypes, from the Greek root soma, which means body.
Types of Temperaments -

Temperament involves emotionally toned aspect of personality, such as joviality, moodiness, tenseness, and activity level. Hundreds of terms describing temperament were selected and eventually reduced, through statistical procedures, to three temperament types. One type was called Viscercotonia because many related terms referred to visceral comforts, such as eating, joviality, and relaxation. In a second type, known as somatotonia, the relevant terms involved bodily or somatic activity, such as competitiveness, energetic movement, and aggressiveness. The third temperament was called cerebrotonia because the related terms suggested cerebral process, as in thoughtfulness, restraint, and unusual sensitivity.

Findings and Criticism -

These brief descriptions can not give justice to the procedures not to the various findings, but we can summarize by noting that the obtained correlations were approximately 0.80 between physique and temperament (Sheldon et al., 1940; Sheldon and Stevens, 1942). This correlation suggested that, in general, subjects, who received high ratings on endomorphy tended to receive high rating on viscerotonia; those high in mesomorphy tended to be rated as somatotonic, and so forth.
The definition of physique is a further problem, largely because somatotypes vary with nutrition. All subjects of a study of semi-starvation eventually approached or reached the ectomorphic physique. Thus it was suggested that "The technique of somatotyping would appear to be more useful for determining the state of nutrition than for determining the inherent constitution" (Keys et al. 1950. p.153).

A few investigators have indicated significant findings, presumable with possible biases removed, but generall correlations of the magnitude reported earlier have not been found in later research (e.g. Walker, 1962).

Single-domain and General Theories -

We have described theories of colorvision, hearing, emotion, and thinking, but these theories are restricted to specific aspects of behavior. They are know as single-domain theories because they attempt to account for variables in only one realm. Theories of personality, on the other hand, are supposed to be general theories; they should embrace a wide range of variables. Constitutional typology is not a general theory in this sense (Hall and Lindzey, 1970).

Temperament is only a limited aspect of personality, even if it does show some relationship of physical condition.
Does the word robust, for example, refer to temperament or physique? The problem is that the relationship, if one does exist, does not extend very far into the total realm of personality.

Role of Experience -

Typologies like those of Jung and Freud Foucus upon only a small part of the entire personality, although they do not ignore environmental influences. However, the broad speculations of Hippocrates and Lombroso, and also the more comprehensive constitutional approach, disregard such complicated aspects of personality as those arising through personal experience. Our earlier discussion of personality development stressed the importance of the environment in shaping personality.

Multiple Bases of Personality -

Personality involves all the psychological and physiological processes. It can be defined simply as the ways in which an individual typically reacts to his surrounding, but in a sense it represents a convergence of all the important factors that determine human behavior. In the most influential theories of personality, we see consistent recognition of these conditions. In different theories, however, different processes receive emphasis. Motivation, for example, is an important theme in psychoanalytic
theory, and conditioning processes are fundamental in theories bases upon learning.

**Psychoanalytic Theory -**

Freud's work is widely accepted, but during the early twentieth century, his view that man's behavior is significantly influenced by unconscious desires, particularly aggressive and sexual impulses, was repugnant to many persons. Later, his views received increasing acceptance and now they occupy on important position not only in the social sciences but also in public thought. It is true however, that many of the terms and concepts that he used have been clarified or made more useful to the rest of science than they were initially.

**Basic Elements of Personality -**

The elements of personality, as described by Sigmund Freud (1856 - 1939), involve three basic systems: the id, the ego, and the superego. In a very general sense, these systems represent biological, psychological, and social forces, respectively.

**The Id -**

The newborn infant is activated purely by biological urges, such as hunger, thirst, the need for warmth, and the need
for sleep. These biological characteristics, as well as reflexes, are inborn, and they comprise what Freud has referred to as the id. The chief characteristic of the id is the desire for satisfaction of needs. It has no organization, only impulses seeking expression in an animalistic manner. Freud described the id as "a cauldron of seething excitement" (1933, p. 104)

The Ego -

Biological needs continue throughout life and therefore the id is and ever - present ingredient of personality, but the growing infant soon learns to react to various aspects of its outer environment. As this growth continues, the expression of the id become modified; the infant learns to consider reality. The reality principle is a suspension of the pleasure principle according to the requirements of the environment. The infant grows and continues to explore his surroundings, engaging in what Freud called reality testing. On the basis of reality testing, the infant discovers, for example clothes have a less agreeable taste than ice cream.

This second part of the personality depends upon many complicated psychological processes, such as remembering, learning, perceiving, and reasoning. It is some times referred to as the problem-solving dimension of personality and it is assumed
to develop initially out of the id. The ego leads a person to act or refrain from acting according to what he has learned about the world rather than solely according to his biological impulses.

The Super Ego -

In reacting to his social environment the child eventually acquires values and social standards from his parents and other elders. Collectively, these aspects of personality are known as the super ego.

There are two divisions of the superego, one of which is the conscience, which discourages the expression of behavior generally deemed undesirable in his society. The conscience develops primarily under the influence of scorn and threats of punishment. Thus, the parent may say to a child who has lied, "you are bad". If the child internalizes the parent's standards, the next time he lies or thinks about lying, he says to himself, "I am bad". or "I am ashamed of myself". Usually, if the child acquires this aspect of the superego, he learns to control his behavior much as the parent would control it.

The ego-ideal, on the other hand, involves behavior which is encouraged by his elders. It develops through receipt of material rewards and privileges and through the use of such statements as "good boy" when the child has behaved in a certain
manner or achieved certain goals. The ego-ideal also develops as a child tries to imitate some successful older person. Together, the ego-ideal and conscience, formed early in life, may exert profound influences on adult behavior.

**Personality Development -**

As the child, the basic change in his personality is the growth of the ego and superego in relation to the id, which remains constant throughout life. The ego develops as the child struggles, in a problem-solving manner, with the human and inanimate worlds; the superego arises only through his contacts with human beings. In all instances, however, a most important factor is the child's emotional attachment to the older individuals.

**The Role of Identification -**

The emotional attachment which a child has for an older person and his effort to pattern part of his life in the manner of this individual are known as the identification process. The identification process is not necessarily an easy one for the child. At the outset of children's life of both sexes have greatest contact with mother and, therefore, boys eventually must make a shift to the masculine role. This shift apparently is eased by the growing realization that the masculine role usually is one of greater dominance. Girls traditionally have had a role of less
power, but here there is some compensation. Usually, there is
greater latitude in sex-role behavior for females. In any event,
social rewards, real and perceived, constitute the basis of the
identification process.

**Early Developmental Stages** -

Freud postulated several stages of personality
development, among which the oral, anal, and phallic are the
earliest. Each of these stages involves a developmental task
related to a specific body area.

During the first year, in the oral stage, the infant's
chief pleasures are derived from sucking on the nipple and
consuming milk and food, and it is assumed that the way these
needs are met sets the stage for later personality characteristics.
According to this theory, if the breast or milk is readily available,
the infant is likely to develop trusting and optimistic attitudes, but
if milk is not presented upon demand, the infant may develop a
pessimistic outlook and lack of trust. Later, these traits, may
become manifest in excessive eating and drinking, a special
interest in words, or sarcasm and arguing, depending upon the
manner in which the earlier needs were handled.

The anal stage occurs during the second year of life,
when the infant gains control over previously involuntary
defection reflexes. At this stage, much pleasure is derived from
the expulsion and retention of feces, but usually it is at just time
that the mother begins toilet training. Thus, the child has his first
extended encounter with discipline and authority. Depending
upon the outcomes and the way in which the problem is handled,
the child may develop such characteristics as excessive
cleanliness and obstinacy or, on the other hand, messiness and
disorder.

The child reaches the phallic stage during the period
from three to six years, at which time it discovers pleasures
associated with its genitalia and develops such behaviors as
stroking, rocking, and froms of masturbation. The most
frequently mentioned phenomena of this stage are the Oedipus
and Electro complexes, pertaining to boys and girls respectively,
in which the child maintains a strong attachment to the opposite-
sexed parent and resentment of the like-sexed parent.
Eventually, however, the normally growing child handles the
Oedipal or Electra struggle by reversing the situation and
identifying with the like-sexed parent, in this way, he obtains a
role model. The identification process is particularly important at
this stage; inadequate identification presumably results in an
inappropriate sex role in later life.
Later Developmental Stages -

In the traditional theory, these early stages are followed by a latency stage during which sexual interests seemingly are discarded in favour of other activities. This period was not stressed by Freud because of the apparent absence of sexual expression, but there is some suggestion that it is a cultural artifact. In our own society, it may take the form of fantasy and masturbatory activities. It has been noted that the late childhood years, in some primitive societies, are not characterized by a diminution in sexual excitement.

This stage involves a re-awakening of sexual interests, and individual beginning to seed other persons to provide sexual satisfaction. Thus, the individual becomes other-oriented as well as self-oriented; he combines his own concerns with those of other people.

Importance of the Unconscious -

Mental life, as described by Freud, consists of three levels of awareness. At the first or conscious level are all those experiences of which an individual is immediately aware at any particular time. It consists of his current thoughts and experiences. Below this level is a borderline area of thoughts and feelings which are not available at the moment but can be recalled

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with little efforts. This level is called the preconscious.

According to Freudian theory, much of life is living out these unconscious wishes, not only in slips of the tongue, missed appointments, and lost articles, but also in the occupations we choose, the individuals we marry, our hobbies, interests and preferences. With this construct of the unconscious, therefore, one has a principle of wide applicability for interpreting human behavior. As Freud's cases illustrate, even the most bizarre behavior can be studied or interpreted through this construct.

Trait Theory:

Basic Elements of Personality -

Personality is so complex that the task of finding primary traits appears impossible at first glance. As a preliminary approach one could catalogue all the pertinent adjectives used in literature and in everyday life. Indeed, two investigators who followed this procedure found almost 18,000 terms referring to personality. As one might expect, many of these terms had the same or similar meanings. Fearful, apprehensive, troubled, and worried all have somewhat comparable meanings. Thus, one word, anxious, might be sufficient to represent the general meaning of all of these words. Analysis along similar lines for the thousands of remaining words has suggested that many of them
can be represented by relatively few key terms or traits (Allport and Odbert, 1936).

**Personality Development -**

The development of personality is not emphasized in trait theory; hence, few important contributions to developmental psychology have been made through his approach. By means of factor analysis, the stability of source traits from childhood into adulthood has been studied and as one might expect relatively few traits emerge in the early years, but some of these seem to remain as constant aspects of personality (Cattell, 1950, 1957).

**An Illustration -**

The case of Jenny Masterson is probably the most widely cited illustration of the trait approach in the study of an individual personality. From age 58 to 70, the person with this pseudonym wrote 301 letters to a married couple who were friends of her son. This correspondence began in earnest when Jenny had no close friends and was estranged from all her relations, including her son, Ross, and it continued for more than eleven years, from 1926 until her death in 1937. Her relationship with the younger couple remained static; apparently she merely wanted sympathetic listeners. Through her expressive style and the regularity of her letters, the reader receives a clear, first -
hand account of Jenny's interest, fears, hopes, and thoughts, as well as her daily activities.

The letters have been analyzed through the trait approach on several occasions. In one instance, 36 people studied them and then individually characterized Jenny in terms of traits. They used a total of 198 trait names, but many of them were synonymous or closely related. Further analysis showed that they could be presented in eight clusters:

- suspicious
- self-centered
- autonomous
- intense
- artistic
- aggressive
- morbid
- sentimental

These categories accounted for more than 90 per cent of all the traits listed independently by the judges, nearly all of whom described Jenny's most basic qualities as suspiciousness, self-centeredness, and autonomy (Allport, 1965).

Measurement of Personality:

Psychologists interested in personality theory therefore have developed tests of personality. Some of these have been developed for practical purpose, such as the diagnosis of psychosis, while others have particular relevance to theoretical issues. Regardless of the original purpose, no single test can
embrace all aspects of personality. Some tests emphasize surface characteristics, while other tests are concerned with underlying aspects of personality. Among the latter are projective techniques.

The Projective Techniques -

In many ways the most intriguing and least understood of all personality tests are those involving inkblots, ambiguous pictures, and incomplete sentences. The subject’s response in these nebulous situations is presumed to arise largely from within him rather than from the external stimulus, which has little structure. These tests are referred to as projective.

The Orientation of Projective Techniques -

Projective techniques are presumed to reveal the less conscious but central aspects of personality. Their unstructured nature presumably elicits unconscious motivations, inner fears and hidden desires, though surface aspects also may appear in the test situation. Since psychoanalytic theorists place greatest emphasis on the deeper aspects of personality, they are most likely to adopt projective techniques, if they use psychological tests.

Rorschach Test -

This test involves ten cards containing inkblots, shown to the subject one at a time in a prescribed order. The
subjects is instructed to state whatever he sees in them or whatever they bring to mind. The instruction are designed to provide the subject with as much freedom as possible. Thus, if the subject ask, "May I turn the card?" or "can you see more than one thing?" he is informed that he may do as he wishes.

Similar to Freud's notion of free association, the assumption is made that the predominating aspects of personality are projected when one associates freely as he looks at the inkbLOTS.

Another part of the subject's task on the Rorschach test is to answer questions, asked by the examiner, about the result obtained in the free-association session. This phase of the test may seem puzzling to the subject, but it usually is regarded as an essential part of the test procedure.

Thematic Apperception Test -

The assumption underlying the T.A.T. is that the meaning which we see in a picture reveals something of our past experience, feelings, attitudes, and motives.

In taking the T.A.T., the subject is shown ambiguous pictures and asked to make up a story for each one. The themes in these stories are likely to involve conflict, affection, fear, contentment or achievement, assumed to be determined partly by
the subject's underlying concerns, and it is not unusual for one theme to recur again and again.

Personality Inventories -

A personality inventory is a printed from containing statements, questions, or adjectives which, apply to human behavior. One widely used inventory is the minnesota multiphasic personality Inventory, often referred to simple as the MMPI. The emphasis is decidedly psychiatric, and the scored are classified largely in terms of psychiatric catagories. thus, the examiner determines the degree to which the subject's pattern of responses resembles that of schizophrenic patients, depressed patients, and so on, and the scores are presented in the form of a profile.

(iii) Family Relationship :

One of the most difficult matters to confront with respect to family relationships is that you don’t control the entire relationship yourself. Whether the relationship thrives or withers isn’t up to you alone. As the saying goes, it takes two to tango.

When major family relationship problems are encountered, it’s common to attempt a control strategy. You try to get the other person to change. Sometimes this approach works, especially if your request and the other person are both
reasonable. But many times it just leads to frustration.

On the other hand, if you can’t change the other person, maybe you should just accept them as they are. That’s another strategy that sometimes works, but this one can also lead to frustration and even resentment if your needs aren’t being met.

There is, however, a third alternative for those times when changing the other person and accepting the other person as-is are both unworkable for you. And that option is to change yourself in a way that solves the problem. This requires that you redefine the problem as an internal one instead of an external one, and then the solution will take the form of an expansion of your awareness and/or a change in your beliefs.

An internal way of viewing relationship problems is that they reflect back to you a part of yourself that you dislike. If you have a negative external relationship situation, it’s a reflection of a conflict in your own thinking. As long as you keep looking outside yourself for the answer, you may never resolve the external problem. But once you start looking inside yourself for the problem, it may become easier to solve.

What you’ll find when you tackle such problems is that you harbor one or more beliefs that perpetuate the
relationship problem in its current form. Those beliefs are the real problem — the true cause of the unhealthy relationship.

For example, consider a problematic relationship between yourself and another family member. Suppose you hold the belief that you must be close to every family member simply because they’re related to you. Perhaps you’d never tolerate this person’s behavior if it came from a stranger, but if the person is a relative, then you tolerate it out of a sense of duty, obligation, or your personal concept of family. To push a family member out of your life might cause you to feel guilty, or it could lead to a backlash from other family members. But genuinely ask yourself, “Would I tolerate this behavior from a total stranger? Why do I tolerate it from a family member then?” Exactly why have you chosen to continue the relationship instead of simply kicking the person out of your life? What are the beliefs that perpetuate the problematic relationship? And are those beliefs really true for you?

I love my parents and siblings unconditionally (I have two younger sisters and one younger brother). However, I haven’t had a particularly close-knit relationship with any of them for many years. There was no major falling out or anything like that — it’s just that my personal values and lifestyle have moved
so far from theirs that there isn’t enough basic compatibility to form a strong common bond anymore. My parents and siblings are all of the employee mindset with a very low tolerance for risk, but as an entrepreneur, risk is my favorite breakfast. My wife and kids and I are all vegan, while my parents and siblings celebrate the holidays with the traditional consumption of animals. I don’t recall anyone in my family ever saying, “I love you,” while I grew up, but with my own kids I’m very affectionate and strive to tell them I love them every day. My parents and siblings are all practicing Catholics, but I left that behind 17 years ago in order to explore other belief systems. (Technically within their belief system, I’m doomed to hell, so that sorta puts a damper on things.) Even though this is the family I grew up with and shared many memories, our core values are so different now that it just doesn’t feel like a meaningful family relationship anymore.

Despite all these differences, we’re all on good terms with each other and get along fairly well, but our differences create such a big gap that we have to settle for being relatives without being close friends.

If you operate under the belief that family is forever and that you must remain loyal to all your relatives and spend
lots of time with them, I want you to know that those beliefs are your choice, and you’re free to embrace them or release them. If you’re fortunate enough to have a close family that is genuinely supportive of the person you’re becoming, that’s wonderful, and in that situation, you’ll likely find the closeness of your family to be a tremendous source of strength. Then your loyalty to family closeness will likely be very empowering.

On the other hand, if you find yourself with family relationships that are incompatible with your becoming your highest and best self, then excessive loyalty to your family is likely to be extremely disempowering. You’ll only be holding yourself back from growing, from achieving your own happiness and fulfillment, and from potentially doing a lot of good for others. If I retained a very close relationship with my birth family, it would be like putting a lampshade over my spirit. I wouldn’t be the person I am today.

My way of dealing with my family situation was to broaden my definition of family. On one level I feel an unconditional connection with all human beings, but on another level, I see people with whom I share a deep compatibility as my true family. For example, my wife and I both have a strong commitment to doing good for the planet as best we can, which is one reason we each find each other attractive. And that’s
partly why she’s my best friend as well as my wife. When I see people who are living very, very consciously and deliberately and who’ve dedicated their lives to the pursuit of a worthy purpose, I have a strong sense that on some level, those people are members of my family. And this connection feels more real to me than the blood relationships I was born into.

Loyalty is a worthy value, but what does it mean to be loyal to one’s family? Since loyalty is very important to me, I had to refine my view of this concept to place loyalty to my highest and best self above loyalty to the people I was born with. That was a difficult mental shift to make, but in the long run it has given me a sense of peace. I realize now that family is a concept which is capable of extending far beyond blood.

What I’m suggesting is that in order to solve family relationship problems, which exist at one level of awareness, you may need to pop your consciousness up a level and take a deeper look at your values, beliefs, and your definitions of terms like loyalty and family. Once you resolve those issues at the higher level, the low level relationship problems will tend to take care of themselves. Either you’ll transcend the problems and find a new way to continue your relationship without conflict, or you’ll accept that you’ve outgrown the relationship in its current
form and give yourself permission to move on to a new definition of family.

You see... when you say goodbye to a problematic relationship issue, you’re really saying goodbye to an old part of yourself that you’ve outgrown. As I became less compatible with my birth family, I also gradually dropped parts of myself that no longer served me. I drifted away from rigid religious dogma, from fear of risk-taking, from eating animals, from negativity, and from being unable to say, “I love you.” As I let all of those things pass from my consciousness, my external-world relationships changed to reflect my new internal relationships.

As within, so without. If you hold onto conflict-ridden relationships in your life, the real cause is your inner attachment to conflict-ridden thoughts. When you alter the mental relationships within your own mind, your physical world will change to reflect it. So if you kick negative thoughts out of your head, you will find yourself simultaneously kicking negative people out of your life.

There is a wonderful rainbow at the end of this process of letting go, however. And that is that when you resolve conflicts in your consciousness that cause certain relationships to weaken, you simultaneously attract new relationships that
resonate with your expanded level of consciousness.

We attract into our lives more of what we already are. If you don’t like the social situation you find yourself in, stop broadcasting the thoughts that attract it. Identify the nature of the external conflicts you experience, and then translate them into their internal equivalents. For example, if a family member is too controlling of you, translate that problem into your own internal version: You feel your life is too much out of your control. When you identify the problem as external, your attempted solutions may take the form of trying to control other people, and you’ll meet with strong resistance. But when you identify the problem as internal, it’s much easier to solve. If another person exhibits controlling behavior towards you, you may be unable to change that person. However, if you feel you need more control in your life, then you can actually do something about it directly without needing to control others.

I’ll actually go so far as to say that the purpose of human relationships may be the expansion of consciousness itself. Through the process of identifying and resolving relationship problems, we’re forced to deal with our internal incongruencies. And as we become more conscious on the inside, our relationships expand towards greater consciousness on the outside.
Objectives of the Present Study:

1. To study the significant difference of personality, adjustment & family relationship between unemployed mother's boy and unemployed mother's girl.

2. To study the significant difference of personality, adjustment & family relationship between employed mother's boy and employed mother's girl.

3. To study the significant difference of personality, adjustment & family relationship between employed mother's girl and unemployed mother's girl.

4. To study the significant difference of personality, adjustment & family relationship between employed mother's boy and unemployed mother's boy.

5. To study the effect of gender (boys & girls) and employed and unemployed mother's children on personality.

5.1 To study the effect of gender (boys & girls) and employed and unemployed mother's children on personality as social desirability.

5.2 To study the effect of gender (boys & girls) and employed and unemployed mother's children on personality as extraversion.
5.3 To study the effect of gender (boys & girls) and employed and unemployed mother's children on personality as psychoticism.

5.4 To study the effect of gender (boys & girls) and employed and unemployed mother's children on personality as dogmatism.

5.5 To study the effect of gender (boys & girls) and employed and unemployed mother's children on personality ego-ideal.

5.6 To study the effect of gender (boys & girls) and employed and unemployed mother's children on personality as alienation.

5.7 To study the effect of gender (boys & girls) and employed and unemployed mother's children on personality as emotional instability.

5.8 To study the effect of gender (boys & girls) and employed and unemployed mother's children on personality as self-confidence.

5.9 To study the effect of gender (boys & girls) and employed and unemployed mother's children on personality as empathy.
5.10 To study the effect of gender (boys & girls) and employed and unemployed mother's children on personality as dominance.

6. To study the effect of gender (boys & girls) and employed and unemployed mother's children on adjustment.

6.1 To study the effect of gender (boys & girls) and employed and unemployed mother's children on home adjustment.

6.2 To study the effect of gender (boys & girls) and employed and unemployed mother's children on educational adjustment.

6.3 To study the effect of gender (boys & girls) and employed and unemployed mother's children on social adjustment.

6.4 To study the effect of gender (boys & girls) and employed and unemployed mother's children on emotional adjustment.

6.5 To study the effect of gender (boys & girls) and employed and unemployed mother's children on health adjustment.

7. To study the effect of gender (boys & girls) and employed and unemployed mother's children on family relationship.
Hypothesis of the Present Study:

1. There is no significant difference of personality, adjustment & family relationship between unemployed mother's boy and unemployed mother's girl.

2. There is no significant difference of personality, adjustment & family relationship between employed mother's boy and employed mother's girl.

3. There is no significant difference of personality, adjustment & family relationship between employed mother's girl and unemployed mother's girl.

4. There is no significant difference of personality, adjustment & family relationship between employed mother's boy and unemployed mother's boy.

5. There is no effect of gender (boys & girls) and employed and unemployed mother's children on personality.

5.1 There is no effect of gender (boys & girls) and employed and unemployed mother's children on personality as social desirability.

5.2 There is no effect of gender (boys & girls) and employed and unemployed mother's children on personality as extraversion.
5.3 There is no effect of gender (boys & girls) and employed and unemployed mother's children on personality as psychoticism.

5.4 There is no effect of gender (boys & girls) and employed and unemployed mother's children on personality as dogmatism.

5.5 There is no effect of gender (boys & girls) and employed and unemployed mother's children on personality ego-ideal.

5.6 There is no effect of gender (boys & girls) and employed and unemployed mother's children on personality as alienation.

5.7 There is no effect of gender (boys & girls) and employed and unemployed mother's children on personality as emotional instability.

5.8 There is no effect of gender (boys & girls) and employed and unemployed mother's children on personality as self-confidence.

5.9 There is no effect of gender (boys & girls) and employed and unemployed mother's children on personality as empathy.

5.10 There is no effect of gender (boys & girls) and employed
and unemployed mother's children on personality as dominance.

6. There is no effect of gender (boys & girls) and employed and unemployed mother's children on adjustment.

6.1 There is no effect of gender (boys & girls) and employed and unemployed mother's children on home adjustment.

6.2 There is no effect of gender (boys & girls) and employed and unemployed mother's children on educational adjustment.

6.3 There is no effect of gender (boys & girls) and employed and unemployed mother's children on social adjustment.

6.4 There is no effect of gender (boys & girls) and employed and unemployed mother's children on emotional adjustment.

6.5 There is no effect of gender (boys & girls) and employed and unemployed mother's children on health adjustment.

7. There is no effect of gender (boys & girls) and employed and unemployed mother's children on family relationship.