CHAPTER – I

INTRODUCTION

1.0 Introduction

1.1 Adolescence

1.2 Adjustment
   1.2.1 Meaning and definition
   1.2.2 Theoretical Prepositions of Adjustment
   1.2.3 Methods of Adjustment
   1.2.4 Characteristics of adjustment

1.3 Emotional Maturity
   1.3.1 Emotion
   1.3.2 Maturity
   1.3.3 Nature of maturity
   1.3.4 Emotional maturity
   1.3.5 Characteristic of emotionally mature person

1.4 Self-Concept
   1.4.1 The concept of self
   1.4.2 The nature of self
   1.4.3 Self-esteem: The evaluation side of self-concept
   1.4.4 Self-esteem and Social Comparison
   1.4.5 Self enhancement and self verification
   1.4.6 The self concept and personal growth
   1.4.7 The self you would like to be

1.5 Operational Definition
1.0 Introduction

It is observed in human life that as a man thinks so he becomes. We usually find this statement proving true in our life. It is useful in understanding a person’s behavior through the opinions he holds for the self. It also helps to understand how much a person accepts his self. Leaveringer (1965), with the help of researches, considered this part of the personality as review of building concept for the self. According to him, self-concept is developed with age, intelligence, education and socio-economic status. J. Krishnamuruthy – a renowned philosopher said to open doors of the self. He believed that the world is within you, if you are able to see and learn, the door is there and there is a key in your hand. There is no one on the earth except you who hold the his behavior and adjustment. Moreover, He regarded self as social outcome striving for inconsistent intrapersonal relationship key. Man is social animal. So every man has to adjust with the physical environment to satisfy hunger, thirst and security needs. To satisfy psychological needs such as self-esteem, affection, self-actualization, he has to adjust with social environment. One has to interact with social environment to satisfy such psychological needs.

Carl Rogger (1951) regarded self as the central aspect of a person. He realized the self as a person’s conscious power which has relation with adjustment is as essential characteristic of human life. It is a continuous process in human life which helps them to improve behavior, attitude to harmonize with the environment, people and their need. Adjustment, being a process, becomes helpful to people in solving problems raised in different environment. It reduces the barriers in the way of goal for life. A person becomes more adjustable by facing the problems he has.

In the present day world adolescents in addition to daily rigors of life are facing enhanced difficulties due to fierce competition, peer
pressures, parental expectations etc. These difficulties are giving rise to many psychosomatic problems such as anxiety, tensions, frustrations and emotional upsets in day to day life. Emotions are great motivating forces throughout the span of human life; affecting aspirations, actions and thoughts of an individual. Emotional maturity is the ability of the person to assess a situation or relationship and to act according to what is best for oneself and for the other person in the relationship. Emotional maturity is not only one of the effective determinants of personality pattern, but it also helps in adolescent development. According to Walter et al (1976) emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intrapsychically and intra personally. So, the study of emotional maturity is now gaining recognition. The concept of ‘mature emotional behavior’ at any level is that which reflects the fruits of normal emotional development. According to Chamberlain (1960), an emotionally mature person is one whose emotional life is well under control. An emotionally stable child has a capacity to make effective adjustments with himself, members of the family, and his peers (Smitson, 1974). Therefore the most outstanding mark of emotional maturity is ability to deal with the situations purposefully and to keep emotions stable and under control even in extreme situations. Adolescence is a period when the behavior is highly influenced by the emotions. This is the period of intensive storm and stress (Hall, 1904). Adolescence is the stage where extreme emotions are expressed or experienced with the intensity of adulthood but devoid of adult perspective. At no stage this emotional energy is as strong and dangerous as in adolescence. It is very difficult for an adolescent to exercise Control over his emotions. The sudden functioning of sexual glands and tremendous increase in physical energy makes him restless. Moreover, adolescents are not consistent in their emotions. Emotions during this stage fluctuate very frequently and quickly. It makes them moody. Sometimes they are very happy and at another time they are extremely sad and all this
happens in a very short time. So there is too much uncertainty in the nature of their emotional states.

When we are advancing in the 21st century, education is fundamental force to achieve expected goals. India is advancing by pacing with the whole world. The development of our country is based on science, technology and defense. But we should not forget that a good scientist, a skilled artist or a good soldier are the result of good education. Education is the inevitable base for socio-economic development of any country.

The James- Lange theory posits emotional experience is largely due to the experience of bodily changes the functionalist approach to emotion (for-ex-NicoFrijda and FreitasMangalhase) holds that emotions have evolved for a particular function, such as to keep the subject safe.

No definitive taxonomy of emotions exists, though numerous taxonomies have been proposed some categorizations include:

- ‘Cognitive’ versus ‘non-cognitive’ emotion
- Instinctual emotion (from the emygdala), versys cognitive emotions (from the prefrontal cortex)
- Categorization based on duration some emotions occur over a period of seconds (for ex-surprise), whereas others can last years (for ex-love)

The ability to access a relationship or situation and to act according to what is best for oneself and for the other person in the relationship.

Maturity is not only physically development but it is also connected with other factors like mental age, social behavior, sexual behavior, personality, emotion etc. when all the factor are connected each other’s, it makes a perfect mature person.
Emotional maturity is very important in our life but research of past presents the difference between boys and girls. The boys are more mature than the girls. When we try to find out the reasons we sow socialization, type of family, support of family, the place of education, group of friend etc. play an important role on the maturity of emotions.

Life is always dynamic. Development and innovation are basic forms of nature of human life. With regard to the theory evolution, change and innovation are the only truths of this world. Education imparts the forces for innovation. Children coming in schools have many differences in their physical as well as mental capabilities. Though, teacher equally imparts education to all the children in the class, their achievement vary greatly. A highly intellect child achieve low score and low intellect high in their examination. This proves that there are some other elements which affect the performance of the child. These factors are environment- school and home, teacher’ support, teaching methods and lot more. The present investigation has made effort to advance the knowledge in the field of adolescent’s self-concept, adjustment and emotional maturity and self-concept.

1.1 ADOLESCENCE

The word adolescence comes from the Latin verb adolescent, which means “to grow” or “to grow to maturity”. It is as a period of growth between childhood and adulthood. There is a general disagreement about when it begins and ends, especially because the period has been prolonged in Western culture. For most people, adolescence is an intermediate stage between being a child and being and adult (Matter, 1984). The transition from one stage to the other gradual and uncertain: the beginning and the end are somewhat blurred and the time span is not the same for every person, but most adolescents eventually become mature adults. In this sense, adolescence is linked to a bridge between childhood and adulthood.
over which individuals must pass before they are to take their places as mature, responsible, creative adults.

Life is composed of three stages childhood, adolescence and old age. CHILDHOOD means promises to keep in future, ADOLESCENCE determination in present and old age, memories of the past, Future depends on present and present is based on past. Each stage has its own characteristics, objective and importance. If childhood is considered as golden period then adolescence is referred as precious. It acts as a bridge between childhood and old age.

It attracts the researcher or even a layman to study more and more about them, especially in the field of Social Sciences, like Sociology, Psychology and Home Science etc.

As children grow from year to year, they develop greater complexity in social behavior; greater skills in getting along with people and self control. Thus the adolescence years are a time of great increase in social development. During adolescence period an individual acquires certain beliefs, values and social skills, which become more or less a part of personality and influence his behavior throughout the life. It is a time of great increase in independence, training, motivation and social mobilization, so during the adolescence period family attitudes and behavior becomes matters of great concern to the developing boys or girls.

The word ‘adolescent’ is derived from the Latin verb ‘adolescere’ meaning ‘to grow’ or ‘to go to maturity’. In other words the child as a whole undergoes a complex series of changes in the various aspects of growth and development, namely physical, social, emotional and moral.

The period of adolescence has been defined in the following ways (cited from Hurlock, E.B., 1964).
“Adolescence is the age of great ideals and the beginning of theories as well as the time of simple present adaptation to reality”.

- **Piaget, J., (1952)**

“Adolescence is that span of years during which boys and girls move from childhood to adulthood mentally, emotionally, socially and physically”.

- **Jersild, A.T.,(1948)**

“Adolescence is a distinctive stage in personality development precipitated by significant changes in the bio-social status of the child”.

- **Ausubel, (1957)**

“Adolescence is the bridge between childhood and adulthood. It is a time of rapid development of growing to sexual maturity, discovering one’s real self, defining personal values, and finding one’s vocational and social direction. It is also a time of testing, of pushing against one’s capacities and the limitations as posed by.”

- **Ambron, (1975)**

Whenever we think of adolescent, a mental picture emerges before us in which one side gives a feeling of freshness, fitness, energy, enthusiasm, idealism and the other side gives the impression being rebellious, unpredictable, shortsighted, sloppy and wild. It is because of negative traits, the potential of adolescent’s energy remains untapped. They can respond to the needs of the country only if they are offered fruitful opportunities for growing up as useful citizens. If they are given careful training a great majority of them will grow up as individuals – Physically, Mentally and morally capable of playing their full part as adult members of our welfare Society. Before the adolescent can successfully abandon the security of childhood
dependence obtained from others, he must have some idea of who he is, where he is going and what the possibilities are of getting. There the childhood security/insecurity plays a major role in shaping and reshaping the personality of an individual.

- **Erik Erikson (1968)**

Erik Erikson identified adolescence as a crisis of identity versus role confusion. Rapid body growth and new genital maturity emphasize to young people on their roles in adult society. The most important task of adolescence is to discover “Who I am?” A significant aspect of this search for identity is the young person’s decision about a career.

Erikson sees the prime danger of this stage as identity confusion. He says this can express itself in a young person’s taking an excessively long time to reach adulthood. Adolescents may also express their confusion by acting impulsively to commit themselves poorly throughout courses of action or by regressing into childishness to avoid resolving conflicts. He sees the childishness of adolescence and its intolerance of differences as defenses against identity confusion. He also sees falling in love as an attempt to define identity. By becoming intimate with another person and sharing thoughts and feeling, the adolescent offers his of her own identity, sees us reflected in the loved one, and is better able to clarify the self.

An adolescent’s rapid body changes and physical appearance affect self-concept and personality. The effect of early or late maturing is particularly pronounced during adolescence but generally disappears in adulthood. It is a time when thinking capabilities move from the concrete to the abstract, when decisions being to be based on shades to gray rather than black and white a time of insecurity and fear as well as optimism and hope.
Alexander and George (1981) reported that physical characteristics of the adolescence age (e.g. awkwardness, increase appetite and skin problems) can have a serious effect on the self-concept of the already sensitive adolescent.

Development bodies and social changes pose significant challenges and often disturbances to the self-concept of both sexes; however the changes often place on even more serious burden on girls than boys (Thournburg and Glidern, 1984).

Adolescence stage becomes more dramatic because after the period of relatively slow growth in childhood, there is sudden period of relatively slow growth in childhood, there is sudden growth spurt accompanies by rapid and uneven physical and mental development. He lives in two overlapping life spaces, namely childhood and adulthood. Sometimes he is more of a child and less of an adult. In reality he is neither. The result of a study done by Bhardwaj and Kaushik (1985) showed that adolescent is a period of rapid growth and development. During this period the adolescent experience socio-psychological changes. These changes result in different types of problems and crises. One of the most pronounced characteristics of this period is identity crisis.

**Characteristics of Adolescence period**

Adolescence period is considered as a period of transition, storm and stress, problems age, change, unrealism, a time of search for identity, lack of stability and adjustment, need for self-support and a period of hero worship. At this stage an adolescent shows interest in predictable occupation, which is reasonably accurate of one’s own abilities, and interests.
Stage of Adolescence

**Hurlock, E.B., (1964)** lists the entire range/span of adolescence as follows:

Pre – Adolescence = 11-13 years (Girls) & 13-15 years (Boys)

Early – Adolescence = 13-15 years (Girls) & 15-17 years (Boys)

Middle – Adolescence = 15-18 years (Girls) & 17-19 years (Boys)

Late – Adolescence = 18-21 years (Girls) & 19-21 years (Boys)

**Late Adolescence:**

**W.H.O. (1984)** identified people in the 15 to 24 age group as youth. The term youth refers to mean those who “after adolescence and before adulthood entered in a future stage of development”. According to him the youth can be fixed roughly from 18 to mid or late 20s or perhaps even under 30. Youth has been recognized as an important resource that is full of energy, zeal, enthusiasm and drive. Physically, mentally and spiritually this group is one, which is approaching near perfection.

**Growth and Development during: Adolescence**

Adolescence begins in biology and ends in culture. It is a period of growth, which is characterized by rapid physical, emotional, social, moral and intellectual developments. The following are the developments during adolescence:

**Physical Growth / Changes in Adolescence**

Height and Weight (Size) and Bodily development: There is a sudden change in height and weight due to hyperactivity of endocrine glands. The glands become active and there is increased production of hormones. There is growth in bones and muscles and as a
consequence adolescent becomes conscious and comes to acquire great energy and power.

**Appearance and Voice:** Faces becomes more angular, sound is sweeter and high-pitched in case of girls. Not only face whiskers (in boys) but also hair comes on the forearms, and legs and chest begins to appear in a good shape. In case of females, face takes on a softer look, a lip becomes fuller and the breast start filling out.

**Changes in Body Function:** With the secretion of hormones from ductless glands, there is change in body functions. The muscles harden, menstruation start and night emissions in boys. The sensory and motor organs assume their complete development during this period.

➤ **Sexual Development**

Puberty, the ‘centering event’ of adolescence, refers to the beginning of sexual maturity, which is the most important single development of the adolescent years. Both the sexes develop attraction towards the opposite sex. Members of both the sexes, display a variety of attitude towards their body changes and these attitudes influence their personality, their school work and their general adjustment to life.

➤ **Mental Development**

The capacity of acquires and utilize knowledge reaches its peak efficiency in this period. They becomes capable of accomplishing more easily efficiently and quickly intellectual tasks, define problems, concentrate for a longer time, think abstractly, development of logic, more curious to ask questions, becomes practical to everything, starts thinking about their future vocations and matures mentally.
Introduction

- **Religions belief and Moral Development**

  The adolescence period is marked by intense emotional states. The adolescent does not welcome any criticism or attack upon self-prestige. Feelings of curiosity, secretiveness and guilt, group feelings, loves adventures, travel and wandering. Emotions become realistic, sometimes is over-joyed by success, but at the same time extremely depressed and sad by imagining the problems of finding a job. Adolescents may be termed moody because their emotions fluctuate too rapidly.

- **Social Development**

  They are tremendously sensitive to social stimuli; ‘Peer Culture’ is very common in this period. Gregarious instinct plays an important role. Adolescents like to work in festivals, fairs, etc. do social service for the society at times. During this period loyalty to group is strengthened and an insight is developed into social human relation. They often come into conflict with adults on social problems and traditions of the community. Leadership quality also develops in this period.

**Adolescence – A Stage**

‘Adolescence’ beings when hormones bring about physical changes to prepare the body for sexual reproduction, and ends in culture when one’s status is defined by new role played in society as transition to adulthood begins. *(Grotevant, 2000 and Gardiner, Mutter and Kosmitzk, 1998).* In many cultures, onset of each stage is marked by some ceremonies and the main purpose is public recognition *(Gardiner et. al 1998).*
Adolescence in the Western Context

Adolescence is as distinct phase has been recognized in the west, after 1900’s. The factors accounting for this recognition are segregation of young people from adult and children, establishment of school and passage of laws for prevention of child labor due to the industrial revolution. The notion of adolescence was also strengthened by the works of Hall and Freud  Hall described this stage as a period of storm and stress.

In contemporary studies, Western scholars describe adolescence as a transition from childhood includes early, middle and late adolescence phases that conclude into young adulthood (Grotevent, 2000).

Adolescence in the Indian Context

In India ‘adolescence’ in a new term as compared to the west. Youth or Yuva are the common words used for adolescence in India (Singh, 1997 as cited in Saraswati, 2002).

The Hindu Model of Ashramadharma divides human life into four different stages i.e. Brahmacharya, Grihastha, Vrudha and the Vanaprastha Ashram. Developmental progress through each of these stages in desired sequence and tome frame. Bhramacharya is a stage of apprenticeship, which is characterized by industry, and acquisition of competence. However the notion of industry in this context is in contrast with the western notion of identity crises and role confusion given by Erikson, conceding to the different time frame and the perspectives with which these theories were evolved. For example in India the roles were duty based and predefined according to age, gender and class therefore there was no scope for role confusion. Nonetheless gender and class therefore there was no scope for role confusion. Nonetheless in the present scenario, this contrast has been reducing as roles become obscure due to westernization.
Another interesting feature as pointed out by Saraswati (1996) is that the process of transition from childhood to adulthood is gendered and class based in India. For example there is greater continuity between childhood and adulthood in traditional settings while in the contemporary Indian society for upper and middle class the discontinuity is greater. Upper class adolescents enjoy greater freedom due to less supervision of parents and have an easy access to material resources. They spend more time with peers as compared to adolescents belonging to other SES. Also child-adult continuity is more clearly evident in girls as the socialization to become good wives and mothers begins early in life.

1.2 ADJUSTMENT

Adjustment generally refers to modification to compensate for to meet special conditions. In the dictionary the term adjustment means to fit, make suitable, adapt, arrange, modify and harmonize of make correspondence. Whenever we make an adjustment between two things adapt of modify one of both to correspond to each other. For example wearing of cloths according to the requirement of the seasons is an example of the adjustment. Before understanding the adjustment as a process it is necessary to examine some of the definitions of adjustment given by the various researches; adjustment may be defined, “A process of bringing about a balance between motives, restrictions on their satisfaction, opportunities offered by the environment for the same and personal limitations.”

The discussion is as follows:

1 Realistic Attitude to Oneself:

Ability to accept oneself as he is and proper evaluation of oneself without over-estimation (superiority feelings) or under-estimation (inferiority feelings)
2 Feeling of Security:

One must feel safe in the Psychophysical-social world. Without the feelings of security one cannot do constructive work in the life and cannot use all his capacities to progress in the life

3 Ability to give and receive affection:

This is necessary for harmonious interpersonal relations and for adjustment to the social environment.

4 Ability to be productive:

It implies capacity for constructive work using one's abilities and assets. Person is not able to utilize his abilities fully when most of his energy and time is spent in dealing with his stress.

5 Ability to change the environment:

When the environment is not favorable for pursuing one's aims or goals, the individual should try his best to change it in his favor.

6 Ability to change oneself:

When the environment cannot change, the individual must be able to change himself. This is known as co-operation with the inevitable and is considered to be the essential feature of a well-adjusted person.

7 Flexibility in behavior:

With greater maturity and change in one's experience of earlier behavior is no longer appropriate. It should be changed situation to situation, added experience and present level of maturity.

8 Knowledge of when to worry:

On some issues, worrying is justified because it motivates the individual to do something about them or to find solutions to the problems.
In psychology, adjustment is studied especially in abnormal psychology and also in social psychology. In our daily life there has been continues struggle between the needs of the individual and the external forces, since time immemorial. According to Darwin’s theory of evolution those species which adapted successfully to the demand of the living survived and multiplied while who did not died. Therefore adaptation or changing of if one self or one’s surroundings according to the demands of external environment become the basic need for our survival. It is as true today with all of us it was with Darwin’s primitive species.

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1.2.1 The meaning and definition of adjustment

General meaning of adjustment is proper adaptation or maintains balance in the environment. In English language, the work adjustment is used for the process of adaptation. To adjust depends upon the verb. It means to arrange lightly. Thus adjustment is a process of arranging our behavior properly.

Different writers have given different definitions of adjustment. Some of the importance definitions of adjustment area as under.
“Adjustment is the established of a satisfactory relationship as representing harmony, conformance, adaptation or the like.”

- Webster, 1951

“Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs.”

- Shaffer, (1961)

“Adjustment is the continuous process in which a person varies his behavior to produce a more harmonious relationship between himself and his environment.”

- Gates and Jersild, 1948

“Adjustment is effectiveness of individual’s attempts to maintain balance between satisfaction needs & environment”

- James Coleman (1941)

“Adjustment is a process of maintaining balance between needs and the circumstances affecting needs”

- Boring Field (1976)

“Adjustment is ability to compromise effectively with personal needs all acquire understanding to grow up with frustration all obtrudes arising in the ways of adjustment.”

- Fed Mackeyne (1941)

“Adjustment indicates change in us and our environment to satisfy our need and cope up with the demands of life and for establishing satisfactory relations with others.”

- Eastword Adwater
“Adjustment is a process interaction between over selves and our environment in which either we adopt with the environment or after our environment.”

- Lehner & Cube

“Adjustment is the result of individual’s efforts to adopt with the needs and circumstances affording the needs.”

- Colman

The above definitions of adjustment clarify that the individual attempts to satisfy our needs and demands. To satisfy needs, man has to interact constantly with environment. Man has to make changes in himself or his environment to satisfy his needs or establish effective relations with others. The environment is constantly changing and so we have to make changes in ourselves. Thus man has to make constant attempts to adjust with the environment which is continuously changing. In short, the individual satisfies has needs effectively in his environment. When this happens it is called adjustment.

The term adjustment is often used as synonym for equilibrium and adaptation. It refers the struggle of an individual for living safely in the social and physical environment. Psychologists and biologists both use the term adjustment, but their main point of stress is different. The psychologist gives stress on intrapersonal and interpersonal relations in the society, while biologist uses this term for physical demands of the environment. According to both view point’s adjustment means the reactions with physical and social environment.

According to Good (1993), “Adjustment is the process of finding and adapting modes of behavior suitable to the environment or the changes in the environment”. According to Kulshrestha, (1979)
“Adjustment process is a way in which the individual attempts to deal with stress, tensions and conflicts etc.” Shaffer, (1961) defined adjustment, “As the process by which living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs.”

These definitions imply that adjustment is a state in which person feels that his needs have been fulfilled and get control over the environment. Moreover, it is seen from above definition that different psychologist states different approach of adjustment but an investigator has taken the meaning of adjustment as maintain balance among various academic needs among the college environment.

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From these definitions it is clear that in every definition the needs are incorporated. One has to change one’s mode of behavior to suit the changed situation so that a satisfactory and harmonious relationship can be maintained keeping in view in the individual and his needs on the one hand and the environment and its influence on the individual in the other hand. Even Shaffer’s definition underlines one’s need and their satisfaction. Shaffer tries to maintain a balance between his needs and his capacities of releasing these needs and as long as this balance is maintained he remains adjusted. As soon as this balance is disturbed he drifts towards maladjustment. Gates and
Jersield (1948) mentioned that adjustment is a harmonious relationship between individual and his environment. In view of all these facts it could be stated that adjustment is a condition or state in which the individual behavior conforms to the demands of the culture or society to which he belongs and he feels that his own needs have been or will be fulfilled. In this concern Arkoff (1968) had given an extensive definition of adjustment. He define adjustment is the interaction between a person and his environments. How one adjusts in a particular situation depends upon one’s characteristics and also the circumstance of the situation. In order words, both personal and environmental factors work side by side in adjustment. An individual is adjusted if he is adjusted to himself and to his environment.

Examination of various definitions of adjustment reveals that adjustment can be interrelated as both process and the outcome of the process in the form of some attainment of achievement. When a poor child studies under the street light because he has no lighting arrangement at home he is said to be in the process of adjustment what he attain in term of success in his examination or the fulfillment of his ambition or pride in his achievement is nothing but the results of his adjustment to his self and his environment. In other words when adjustment is perceived as an achievement it means how the effectiveness with which an individual can function in changed circumstances and is, at such, related to his adequacy and regarded as an achievement that is accomplished as badly or well.

In some definitions of adjustment it was stated that the process of adjustment is continuous. If one observes that the process of adjustment starts at one’s birth and goes on without stop till one’s death. In other words adjustment is something that is constantly achieved and re-achieved by us. Apparently, it appears that adjustment is a one way in process but in reality it is not. It is a two way process and it involves not only the process of fitting oneself in to available circumstances but also the process of changing
circumstance to fir one’s need. In this reference White (1956) commented excellently. White stated that the concept of adjustment implies a constant interaction between the person and the environment, each making demands on the other. Sometimes adjustment is accomplished when the person yields and accepts conditions which are beyond his power to change. Sometimes it is achieved when the environment yield to the person activities. In most cases adjustment is a compromise between these two extremes and maladjustment is a failure to achieve a satisfactory compromise.

Researchers have made several attempts to measure the relationship between adjustment and other factors. For example the relationship between adequacy and social adjustment and adequacy of personal adjustment, has been investigated in the large number of studies. In Moreno’s study it was observed that how choice status or high rejection status is evidence that the adjustment of the subject is not good. A large number of studies search the relationship between the socio metric status of the individuals and adjustment. In these studies it was observed that the subjects low in social status make more unfavorable responses than the subjects high in social status. In addition to the personal adjustment a number of other personality characteristics have been investigated as correlates of social status. In present study anxiety was one of the factors of which effect on the adjustment was examined while considering the personality variables the researchers found that the high anxiety affect the adjustment.

To get adjusted in life on has to be versatile individual for a simple reason that every individual to face varied social situations which require different skills for satisfactory adjustment. Psychologist have pointed out and mentioned the characteristics of well-adjusted person which denotes that these skills need to be developed and one has to learn to keep controls on the emotions. At the first place an individual must be aware of his own strengths and limitations. He must respects himself and other also. It is necessary that he should
have an adequate level of aspiration, if the aspiration is very high which cannot be achieved even by hard work then the adjustment is likely to be hampered.

To be adjusted satisfactory level it is necessary that the basic needs of the individual must be satisfied. Often it is seen that people develop critical or fault finding attitude, in fact one should learn to appreciate the goodness in objects, persons or activity. As far as possible the observation should be scientific and objective not critical of punitive. There should be flexibility in behavior. Rigidity is likely to result in maladjustment. The individual must the capacities to deal with the other circumstances, in other words he must have courage to resist and fight odds. If the person is having a realistic perception of the world then there is possibility of satisfactory adjustment. In addition to this an individual must have a feeling of ease with his surroundings. Of course it is very difficult to develop a balance philosophy of the life but specially after maturation or during the late age one can have the established norms which could be treated as a balanced philosophy of life. No doubt one has to make special efforts in order to be well adjusted and successful in life.

Such an interaction process is adjustment. Adaptation and adjustment are generally used in the same sense. Still however both are different processes.

We know that there are always changes in the nature. Therefore against the catastrophe of excessive rains or scantly rains, animals and other beings have to make changes in their life routine to survive. Thus according to Darwin, adaptation is a process of adjusting with the environment to survive and maintain physical existence.

The Darwin has word used word adaptation for the interaction of animals with physical environment. Psychology has adopted the concept of adjustment from Biology. To indicate the process of
interaction with social & cultural environment, in addition to physical environment, psychologists have used the word adjustment.

Thus ‘adaptation’ and ‘adjustment’ are different processes.

Adjustment is maintaining balance between needs and factors infusing the satisfaction of needs. In adjustment individuals establishes co-ordination between his efforts and the situation. He makes necessary charges in his efforts & situation to adjust. The aim of adjustment does not merely exist but obtain satisfactory condition in the stressful situation. The process of adjustment is creative and goal directed.

1.2.2 Theoretical prepositions related to adjustment

After studying the nature of adjustment and the factors that are related to successful adjustment it is necessary to consider theoretical prepositions related to adjustment. It is necessary because some people adjust to their environment successfully; many others could not it means that there are some factors that help in satisfactory adjustment and the other factors that hinder the satisfactory adjustment. In order to understand that, it is necessary to examine some of the theories of models of adjustment.

The psychoanalytical model

One of the most famous views is too related to psych-analytic theory. It was Sigmund Freud (1938) who proposed this view. According to Freud human psyche consist of three layers, the conscious, the sub-conscious and the unconscious. It is the unconscious that hold the key to our behavior; it is this unconscious level which decides the individual adjustment and maladjustment to his self and his environment. It contains all the repressed wished, desires, feelings, drives and motives many of which are related to sex and aggression. According to Freud man wants to seek pleasure and
avoid pain or anything which is not in keeping with his pleasure loving nature. A person’s behavior remains normal and in harmony with himself and his environment to the extent that his ego is able to maintain the balance between the evil designs of his id and the moral ethical standard detected by his super ego. Freud suggested that adjustment of maladjustment should not be viewed only in term of what the individual may be undergoing at present and what happened to him in his earlier childhood is even more important.

Adler disagreed with the view expressed by Freud. He proposed that there is an inherent strong urge in all human beings to seek power and attain superiority. However, as a child one is helpless and dependent which makes one feel inferior and in order to make up for the feeling of inferiority one takes recourse in compensatory behavior. Here there is a need of adjustment.

Moral Model

This represents the oldest view-point about adjustment or maladjustment. According to his view, adjustment or maladjustment should be judged in terms of morality i.e. absolute norms of expected behavior. Those who follow the norms are adjusted (virtuous or good people) and those who violate or do not follow these norms are maladjusted (sinners). Evil supernatural forces like demons, devils, etc. were blamed for making one indulge in behavior against the norms(committing sins) while the religious gods, goddess and other saintly great souls were responsible for making one a happy, healthy, prosperous and pious person (adjusted in the modern sense). However, as the medical and biological science advanced and scientific reasoning gained a firm footing in the nineteenth century, the moral model was replaced by the medico-biological model.
The Medico Biological Model

According to this model genetic, physiological and biochemical factors are responsible for a person being adjusted or maladjusted to his self and his environment. Maladjustment according to this modal is the result of diseases in the tissues of the body, especially in the brain. Such diseases can be the result of heredity or damage acquired during the course of a person life by injury, infection or hormonal disruptions arising from stress among other things. This model is still extant and enjoys credibility for rooting out the causes of adjustment failure in term of genetic influences, biochemical defect hypothesis and disease in the tissues of the body’s.

Cultural Model

This modal proposed that the society in general and culture in particular affects ones ways of behaving to such an extent that behavior takes the shape of adaptive or non-adaptive behavior turning one into an adjusted or maladjusted personality. The society and culture to which one belongs does not only influence or shape ones behavior but also sets his standard for its adherents to behave in the way he desires. Individual, who behave in the manner that society desires are labeled as normal and adjusted individuals, while deviation from social norms and violation of role expectancy is regarded as a sign of maladjustment and abnormality.

The Socio Psychological or Behavioral Model

According to this model behavior is not inherited. Competencies required for successful living are largely acquired or learnt through social experiences by the individual himself. The environment influences provided by the culture and the social institutes are important but in the interaction of one's psychological self with ones physical as well as social environment which plays a decisive role in determining adjective success or failure. Behavior whether normal or
abnormal, is learnt by obeying the same set of learning principles or laws. Generally every type of behavior is learnt or acquired as an after effect of its consequences. The behavior ones acquired if reinforced may be learnt by the individual as normal as a result one may learn to consider responses which are labeled normal as abnormal. Not only the normal or abnormal behavior is learnt but labeling of behavior model proposes that adjustment or maladjustment is acquired not inherent. Societal influences on the individual and vice versa should be taken into consideration for understanding adjustment of maladjustment of the individual with the self and environment.

**Erich Fromm’s views**

Fromm emphasized the need of security and felt that a child one may feel the necessity for childhood to offset the fear of isolation and aloneness. The individual in his childhood may desire to live in his family, belonging to the members of the family and provided with love affection security. When he attains maturity he is impelled by an inner craving for freedom as a result he tries to escape from the very bonds which provided him his security he needed. In this kind of situation he may be confronted with the inner conflict of being dependent for the satisfaction of his needs. If the crisis dissolved the individual is satisfied and adequately adjusted but if the conflict retains then there is possibility of maladjustment.

**Conclusion about the Models:**

All the models described above are true to certain extent (expect the primitive moral model) for providing explanation for one’s adjective success or failure. But none of them is complete or adequate in itself for providing satisfactory explanation. Although Medical or Biological model provides a sufficient basis for understanding mental illness or maladaptive behavior resulting through organic causes, physical damage to the brain and genetic factors, yet it cannot be applied to the disorders due to psychological causes and societal factors.
Adjustment must always be considered as a continuing product of one’s interaction with the biological and social determinants lying in one’s biological and genetic make-up and environmental set-up. It is, therefore, innate as well as learned. For its analysis the analyst has to probe into not only how an individual is interacting with his environment at present but also in the past and how he has resolved his conflicts and crisis in the past. It is, therefore, feasible to take a synthetic view of the above models for explaining and understanding one’s success or failure in adjustment. All the factors, biological as well as social, the past as well as the present experiences, innate as well as learned patterns of behavior, social influence on the individual and vice-versa should be taken into consideration for understanding adjustment or maladjustment of the individual with his “self or environment.

1.2.3 Methods of Adjustment:

Adjusting to college can be very challenging for several students. If they do not adjust properly, they can fail or perform poor at their course work or examination. Professional and non-professional college students face various academic and personal challenges at their first year of graduation. These include the need to make new relationship, to modify existing relationships and to develop new learning habits for new academic environment, coping with new syllabus. Failing to adjust such issues appears to be the most common reason for students leaving the college. Hence, adjustment is most important issue for every college student.

Adjustment is a continuous process in which a person maintains a harmonious relationship between himself and his environment. In a simple world, adjustment is a process of maintaining a balance between an individual and the environment where he lives. People have to change their behavior pattern according
to this balance, but someone who fails to maintain it called maladjusted. A college student faces various academic stressors during the whole year which produces a crisis of adjustment. Those who overcome such crises are considered as well-adjusted.

Adjusted student means that one who gets sufficient marks and eventually completes his or her graduation. On the other hand the maladjusted students are ones who fail at examination or dropped the college before graduation.

In order to lead a healthy happy and satisfying life one has to learn the various ways of adjustment. The first one being coping with one others environment as effectively as possible. The individual has to safeguard his self against turning into a maladjusted and abnormal personality. Psychologists have suggested different ways and methods which could be grouped into two categories. The first one is called Direct Methods and the second one is called Indirect Methods. In the direct methods increasing trials or improving efforts is an important one. The second one refers to adopting compromising means. At times one has to withdraw and to be submissive and finally he has to make proper choice and decisions. There are indirect methods of achieving adjustment; infect direct methods are those methods which a person tries to seek temporary adjustment to protect himself for the time being against a psychological danger. These are purely psyche or mental devices that are why they are called as defense mechanisms. In these indirect methods all the defense mechanism suggested by Freud are incorporated.

Direct Methods: Direct methods are those methods which are employed by the individual intentionally at the conscious level. They are rational and logical and help in getting permanent solution of the problem faced by the individual in a particular situation. The methods include the following:
a) Increasing trials or improving efforts: When one finds it difficult to solve a problem or faces obstacles in the path, to cope with his environment he can attempt with a new zeal by increasing his efforts and improving his behavioral process.

b) Adopting compromising means: For maintaining harmony between his self and the environment one may adopt the following compromising postures:

1. He may altogether change his direction of efforts by changing the original goals, i.e. an aspirant for I.A.S. may direct his energies to become a probation officer in a nationalized bank.
2. He may seek partial substitution of goal like selection for the provincial civil service in place of the I.A.S.
3. He may satisfy himself by an apparent substitute for the real thing, e.g., in the case of a child, by a toy car in place of a real car and in the case of a young boy desirous of getting married by a doll in his arms.

c) Withdrawal and submissiveness: One may learn to cope with one’s environment by just accepting defeat and surrendering oneself to the powerful forces of environment and circumstances.

d) Making proper choices and decisions: A person adapts himself to, and seeks harmony with, his environment by making use of his intelligence for the proper choices and wise decisions particularly when faced with conflicting situations and stressful moments.

**Indirect methods of achieving adjustment:** Indirect methods are those methods by which a person tries to seek temporary adjustment to protect him for the time being against a psychological danger. These are purely psychic or mental devices-ways of perceiving situations as he wants to see them and imaging that thing would happen according to his wishes. That is why these are called defense or mental mechanism employed in the process of one’s adjustment to
one’s self and the environment. A few important mental mechanisms are:

a) Repression: Repression is a mechanism in which painful experiences, conflicts and unfulfilled desires are pushed down into our unconscious. In this way one unconsciously tries to forget the things that might make him anxious or uncomfortable. One tries to get temporary relief from the tension or anxiety by believing that the tension producing situation does not exist.

b) Regression: Regression means going backward or returning to the past, in this process, an individual tends to regress to his early childhood or infantile responses in order to save himself from mental conflicts and tension. A man failing in his love affair resorts to regression when he exhibits his love for dolls. Similarly an elder child may regress and start behaving like an infant when a new sibling is born and he feels neglected.

c) Compensation: This is a mechanism by which an individual tries to balance or cover up his deficiency in one field by exhibiting his strength in another field. For example, an unattractive girl who becomes a bookworm to secure a position in the class is making use of such mechanism in order to attract attention which she is unable to do with her looks.

d) Rationalization: This is a defense mechanism in which a person justifies his otherwise unjustified behavior by giving socially acceptable reasons for it and thus attempts to defend himself by inventing plausible excuses to explain his conduct. A child makes use of rationalization when he tries to extend lame excuses for his failure. He may blame the teacher or parents or his poor health and thus try to disguise his own weakness and deficiency.

e) Projection: Through projection one tries to see or attribute one’s own inferior impulses and traits in other persons or objects. An
awkward person sees and criticizes awkwardness in others. Similarly, a student who has been caught in the examination for cheating may satisfy himself by saying that others had also cheated. A person with strong unsatisfied sexual impulses may denounce others for their sexual aims or may try to think in the world around him. In this way one tries to overlook or defend one’s shortcomings and inadequacies by emphasizing that others are worse than he is.

f) Identification: In using this mechanism an individual is found to achieve satisfaction from the success of other people, groups or institutions by identifying himself with them. An artist who has not yet achieved success in his field may identify himself with a well-established artist. One may identify oneself with one’s school and feel proud of its fame and reputation. Similarly, hero worship is also a sort of identification where an individual identifies himself with a popular leader or cine actor. He imitates his characteristics, dress and mannerisms and tries to revel in his accomplishments and successes.

g) Reclusiveness or withdrawal: In using this mechanism an individual tends to withdraw himself from the situation that causes frustration or failure. He makes himself feel safe and secure by running away from the problem. For example, a child may refuse to participate in games for fear of failure and deceive himself by believing that he could have done well if he had participated. Daydreaming or fantasy also is a sort of fantasy or make believe. This, instead of feeling threatened by the realities one may become satisfied with unreal, imaginary success in the world of make believe and imagination.

h) Sympathism: Sympathism is a defence mechanism in which an individual tries to get satisfaction by seeking sympathy and pity for his own failures and inadequacies. Such people always magnify the difficulties or obstacles in the path of their success and thus convince others to feel sorry for them. For example, a
A housewife who is not bringing up her children well may try to evoke others' sympathy by telling them how overworked she is because the members of her family do not cooperate with her or how the family is passing through hard times.

All the foregoing defence mechanisms are used unconsciously by a person to protect himself (although only for the time being), against psychological dangers. They are not permanent cures of the trouble as Morgan (1961) observes, “They merely conceal or disguise the real problem. It is still there; ready to produce anxiety again and again”. A defence mechanism may thus be regarded as a temporary defence against anxiety and inadequacies. Moreover, the use of such a mechanism may create new difficulties for the individual who uses it. It is a situation similar to the one in which a person tells a lie to save him from a difficult situation and obtain a temporary respite, but subsequently finds himself in an awkward situation because of his false statement. Therefore, we must keep a close watch on our children to see that they do not make frequent use of such defense mechanisms.

Why adjustment is necessary?

In this rapidly changing present times, revolutionary changes are taking place in different fields to cope up with such environment adjustment becomes necessary. To keep pace with the changing society, one has to make changes in our self or his environment. It the individual does not keep pace with the changing time, he is thrown back in the society. So the individual has to constantly make change in him to make the adjustment possible.

Right form birth to death, the individual has to make adjustment with the environment. Whether life would become good or bad. Personality would be harmonious or disharmonious man will achieve something or become normal or an abnormal – all depend upon his adaptability. Everybody has some dissatisfaction about the
present circumstances or situation. If they do not get proper solution the problem, they experience anxiety, resistances and the sense of failure. Some people accept this situation and feel satisfied some attempt to bring out the solution the problem by using certain techniques.

Everybody has some difficulty or problem and he attempts to bring out solution of his problem. E.g. The officer theacks “has he can be popular amongst worker? The child experiences anxiety that why I have the sense of disgust towards my father?” Etc. Thus adjustment becomes necessary to bring out the solution of the problem.

**Why adjustment is necessary? Lehner & Cube explains it as under:**

1. Adjustment is necessary to understand ourselves.
2. Adjustment is necessary to understand other well.
3. Adjustment is necessary to understand the world around us.
4. Adjustment is self-actualization.

It is creative adjustment individual achieves emotional maturity through it. Individual does effective behavior according to his abilities and interest. In short, to establish effective relations with other and bring out solution of personal physical and mental health, we should study the process of adjustment.

**1.2.4 Characteristics of adjustment**

1. **Adjustment a continuous process**

Adjustment acquired in present situation becomes stable is not true. As the situation and circumstances change, the individual has to make conscious attempts e.g. in the initial stage of marriage, the wife and husband have acquire same habits and tendencies of adjustment
when the child arrives in the family. They have to change their old habits of adjustment. It is improper if husband expects same kind of attempting before the birth of a child in the family. In such changing situation if husband does not adopt, there would be quarrels in the family.

2. **Adjustment is not one sided process**

   It is proper to believe that the individual always adopts with the environment like a bunch of dust. As the environment makes changes in the individual, the individual also makes changes in his physical, social and psychological environment. In this way both individual and environment undergo changing. As the circumstances change, our behavior undergoes changes and such change in behavior affect able environment. Thus adjustment is not one sided process.

3. **The individual and the worked both are constantly changing**

   Sometimes the changes in the environment are so mild that the attempts of adjustment by Individual are not manifested openly in fact instead of change, the absence of change the problems of adjustment. Adjustment is necessary in the charge and the absence of change. The substance of the study of adjustment lies in such relationship.

4. **Adjustment is self-perception**

   Adjustment is not a passive process of adapting with the factors affecting ourselves. It is individual development of his ways of interpreting. It is an attempt to get consistency and organization by maintain goal, reason and individuals peculiarities. It is a creative adjustment. Individuals emotional maturity develops through it the behaves properly according to his abilities and interest.
5. **Adjustment is a development process**

In the span of life development the individual passes through various stages. With the change of age the situation also changes. There are different problems of different stages of life. As the individual’s adjustment world changes, the importance of challenges against adjustment and priorities of adjustment also a change in the childhood, the child has to make adjustment with presents, elders and siblings. In the later childhood, he goes to despite and has to adjust with teachers and other factors of school world. After the competition of education, he joins some profession and has to establish proper relations with professional persons. When the married life begins, the need arises to adjust with life partner and other factors. In all these circumstances, the integrated personality of individual. It is a sheer imagination that the individual would achieve. Perfect adjustment in all circumstances and all factors.

1.2.6 **Explanation of field’s container in this study**

The present study is about the family & social adjustment of working and non-working women. To find out the level of adjustment. Bell adjustment inventory is used. This inventory contains the following four of adjustment.

1. Family Adjustment

2. Health Adjustment

3. Social Adjustment

4. Emotional Adjustment

1. **Family Adjustment:-**

The child’s birth takes place in family. In the family, the child has to stay with parents, siblings and relatives. The child’s first interaction is with mother and his social life begins with the relations
with mother. The child has to make adjustment with the parents in the initial stage. For good adjustment of a chill in family, the free and unconditioned love of parents and good home atmosphere must be created every chill her to adjust with his family traditions. The best family environment makes the chill self-sufficient out he obtains insight & skill for solving future problems. The incentives from the family for making achievement and the satisfaction of his need etc. help the adjustment of a chill in family.

The adjustment to home is very important to all students, otherwise it may cause to maladjustment in rest of all types of adjustment. Home adjustment is a process of maintaining the healthy relationships with all the family members. In the Indian culture, minimum one or two siblings live in every family. A healthy relationship between siblings provides energy and motivation for every student. If these relations are disturbed, then mental and emotional life of students becomes maladjusted and inversely it affects the overall performance of college students. Age is another key component responsible for maladjustment of students. Adolescent period or college life is a period of negative mentality. Negative attitude towards parents, especially father and conflict with them affects the adjustment in adolescent period.

Expectations and restrictions imposed by the parents may also disturb the home adjustment of students. Some students have to perform small duties at home, such as taking care of brothers and sisters, duties regarding older people and other relatives as well as duties regarding the farming and other traditional family business. If anybody fails to maintain balance between these family responsibilities and college life, family as well as college adjustment may collapse. Students, those who were taking professional and non professional education, must maintain family or home adjustment otherwise the negative impact may exist on their academic life.
2. **Health adjustment:-**

Health adjustment studies about the maintenance physical & mental health. The study of health adjustment includes the psychological aspects affecting the physical health, the causes of psychosomatic distorters, its diagnosis & treatment food habit etc. All these things are studies to make people aware of the importance of health. It studies show for an individual can live with his deceases. It is an important thing how individual is ready to make adjustment with small & big illnesses.

Continuous heightened level of academic stress tends to make one tired or ill. It is often accompanied by specific issues such as absentee in college and keeping home works pending. Heightened level of stress is especially common among students at the time of examination. Once student imposed academic pressure or when stressors become constant, it can take a toll in the kind of mental and physical health problems.

Depression and anxiety are the common mental health problems among college students. Sign of depression includes low interest in college, negative attitude towards college and addiction of alcohol. Sometimes depression leads to suicidal tendencies in some students. Many students enter college with a history of psychological problems; such students become a victim of psychological health problems. Every college needs to initiate the counseling center for such students to adjust in college life and getting good grades or marks in their examination.

Today’s students are under more stress than they have been in previous generation. Present era is of full of cut-throat competition and uncertainty. Hence students have to perform with continuous hard work and full patience.
Students who are studying for long hours at night may experience sleep deprivation and other problems, such as day-time sleepiness, difficulty to concentrate on lecture and study etc. As well as feeling of weakness, headache, chest pain, sinus, nausea and allergies are more prevalent among college students. Lack of physical activity is a significant health problem for such students. Keeping regular exercise and healthy diet is a powerful way of maintaining the health adjustment.

Through the study of health adjustment the child can get guidance about living a healthy life.

3. **Social Adjustment**:

Man is known as social animal because there is no existence of individual without society. The family influences social development if the child is brought up in the institution, the effects of institution is found more on child. Human child is parasite for a long time and therefore the social which satisfies his needs, affect the child. He learns to behave according to the expectation of society by identifying himself with the members of the family.

To what extent a student is adjusted, is also determined by his or her social adjustment. According to Baker and Siryk, (1984) social adjustment means the extent to which students are freely involved in various activities and groups in college campus. Social adjustment requires the skills of interpersonal relationships and positive attitude towards others. In other words a significant aspect of social adjustment is adjustment with other people. In the word of Talent, (1978) well-adjusted people are regarded as successful in the art of living.

Social adjustment can be measured in many ways. One way of measurement of social adjustment is that a student must receive
appreciation or moral support by parents and neighbors on what type of education he seeks.

Developing new relationships in college is another important element of social adjustment. Adams and his colleague, (2000) pointed out that students social adjustment within the college environment plays a major role in a student’s overall adjustment. Social adjustment in college means the student’s involvement in social activities and satisfaction with various aspects of college experience (Samuel Salami, 2011).

Every student has to adjust with new friends, specially, at the beginning of senior college. There are various groups, organizations, clubs and sport teams in college and students have to participate at least in one group. Failing to gain the membership of specific group creates adjustment problems for students. Therefore, it is important to all students to live amiable in friendship networks.

4. **Emotional Adjustment**

The development process is related with the individual from his birth to death. Man is one emotional animal. The emotions and feelings make Childs life colorful. To adjust successfully with him and the world, the individual must learn to express his emotions properly. This helps emotional adjustment. After birth the child lives in the family influences much on emotional development. The Childs thoughts attitudes, beliefs etc. are shaped by the society. He attempts to adjust with cold, hot, noise and other factors of environment.

Emotional adjustment involves students’ proneness to emotional problems, such as manifestation of depressive symptoms (Samuel Salami, 2011). According to Baker and Siryak, (1989) emotional or personal adjustment means student’s state of psychological and physical well-being. Emotional or personal adjustment is very necessary to all kind of development. College life is
a full of experimentation and makes a foundation for an excellent achievement. During this period some students may experience some kind of emotional disturbance, or problems. Students who have high academic stress may suffer from lots of emotional problems, such as tension confusion, depression, anxiety, anger and fatigue etc. Such students may possibly give up college life or their academic performance could be badly affected. Some students behave with moody and childish pattern in college.

They were avoided or neglected by classmates and inversely it may result in other emotional problems, such as low self-confidence and isolation etc. These problems lead to intake of alcohol or drugs in some students.

Montgomery and Haemmerlie, (1993) indicate that wine or drug addiction in college life exists when students encounter the problems in personal or emotional adjustment. While Weinberger and Bartholomew, (1996) found that students consume alcohol in order to escape depression, frustration, or discomfort related to academic stress. A satisfactory state of emotional adjustment may exit when psychological and physical drives and urges are satisfied and such state helps to enjoy the college life.

**Academic adjustment:**

According to Friedlander, et al., (2007) “Academic adjustment means how well students deal with educational demands.” These demands include satisfaction with college environment, active involvement in various activities and successful completion of course work. Baker and Siryk, (1984) explain academic or college adjustment as students positive attitude towards their academic work and positive evaluation of their efforts and the quality of their academic environment.
Academic adjustment or college adjustment begins at the beginning of college life. As soon as a student enters in college, he has to adjust to the college environment. Because of the vast differences between the school and college environment, students must make radical and rapid adjustment, failure to adjust this higher education environment threatens their college life. During college years, students’ adjustment problems are related with being regular or punctual and doing homework. Later on, they are concerned about maintaining social relations i.e. friendship with other boys and opposite sex members. Students’ final adjustment problems in college are related to getting good marks in examination and anxiety about their career.

The first six months of graduation or first semester in college for students is very challenging. Among these months students experience a wide range of problems that could contribute to poor academic adjustment. These include inability to understand the lectures and also syllabus, fear of teachers, conflicts among friends, isolation and difficulties at hostel etc. These problems, may lead to the decision of leaving the college. Therefore, attention must be paid to adjustment difficulties of students; otherwise it can lead to their failure to complete their coursework.

1.3 EMOTIONAL MATURETY.

1.3.1 Emotion: -

Emotion is a state of special readiness for emergency action. It involves a change in the activity of the organs of circulation digestion and so on. It also involves a change in mental activity and often, a change in voluntary activity.

All of this the change of activity within the brain, the change in involuntary activity, or the effect on our organs; and the change involuntary activity constitute emotion.
Emotion has many values in our life. It gives us extra power in physical emergencies. It provides a drive, a forcing into action that is often very worthwhile. Emotion gives quality and color to our living—moreover, mild present emotion seems to be good for us physically.

On the other hand, we have the fact that emotions are sometimes harmful for example, we are coming to realize more and more that fear and other unpleasant emotion are bad for the health. Moreover, since emotion means the release of extra energy, it follows that when that extra energy is not used for any good purpose it goes to waste.

Emotion, when strong, tend to disrupt our thinking, what is more, they are often a poor guide to action. We are apt to do something we shouldn’t do if we follow our emotions blindly.

Emotions can make us slaves to the people. An unscrupulous person can rouse our emotions, connect the action. We want with those emotion, and we will do want rather that what our own good judgment might tell us to do.

What is emotion?

“EMOTION CAN ACTIVATE AND DIRECT BEHAVIOUR, IN THE SAME WAY BIOLOGICAL DRIVES DO. “

- HILGARD, ATKINSON, AND ATKINSON

What is emotion?

In general, the term 'emotion' is used to designate 'a state of consciousness having to do with the arousal of filling (Webster's New World Dictionary)'. It is 'distinguished from other mental states, from condition, volition, and awareness of physical sensation'. Feeling refers to 'any of the subjections reactions, pleasant or unpleasant' that one may experience in a situation. Emotional consists of (a)
physiological changes within the bodies, for example, shifts in the heart beat rate, blood pressure and so on; (b) subjective cognitive states, for example, the personal experiences we label as emotions; and (c) expressive behaviors, such as, outward signs of these internal reactions (Taylor, 1999). There are many theories of emotion:

Emotion is the complex psychological experience of an individual’s state of mind as interacting with biochemical (internal) and environment (external) influences. In human emotion fundamentally involves psychological arousal, expressive behavior and conscious experience. Emotion is associated with mod, temperament, personality and disposition and motivation.

“Emotion is a stirred up state of the individual”

- Woodworth

The English word ‘Emotion’ is derived from the French word ‘emouvoir’ this is based on the Latin removers where e-(variant of ex-) means ‘out’ and mover means ‘move’. A related distinction is between the emotion and the result of the emotion principally behaviors and emotional expression people often behave in certain ways as a direct result of their emotional state, such as crying, fighting or feeling if one can have the emotion without the corresponding behavior, then we may consider the behavior not to be essential to the emotion.

Emotion: It’s Role in Success

Gibbs (1995) has reported a very interesting longitudinal experiment which lasted for quite a long period of time. The researcher invited some four-year-old children wanted to eat the fruits right at the point of time, then each of the children could eat only one marshmallow. But, it, they agreed to wait till the researchers’ return, each would get two marshmallows to eat. Some of the children could not wait and immediately ate the fruit. Others decided to wait and to
eat two marshmallows. The children’s of the latter group, to pass the waiting time, covered their eyes; put their heads down; sang to themselves: tried to play games or even fell asleep. When the researcher returned, he gave these children their hard-earned marshmallows.

1.3.2 Maturity: -

The concept of Maturity has not received a great deal of explicit attention in the literature. Delineation of libidinal development has yielded the important formulation of the ‘genital level’ and object interest (Frued, 1924), recent emphasis on the conflict between the regressive, dependents, versus the progressive productive forces in the personality has directed interest toward the more detailed mature of maturity.

1.3.3 Nature of Maturity

One of the most obvious pathways of development, long emphasized by Sigmund Freud and Franz Alexander, is from the parasitic, dependence of the fetus to the relative independence, of parent, with parental capacity for spouse and child.

- Intimately bound-up with the organism’s development from parasitism on the mother to relative independence from the parents is its increased capacity for responsibility and productivity and its decreased receptive needs children learn to control their hostilities, their sexuality and other impulses, and to develop the orientations of maturity largely through the incentive of being loved.

- Third characteristic of maturity is relative freedom from the well-known constellation of inferiority, egotism and competiveness.

- Another aspect of maturity consists in the conditioning and the training necessary for socialization and domestication.
• Hostile aggressiveness, using the term to include all sorts of anger, hate cruelty and belligerency, is always a sign of emotional irritation or threat.

• Another important attribute of maturity is a firm sense of reality. Another characteristic of maturity is flexibility and adaptability.

1.3.4 Emotional Maturity

One outcome of healthy emotional development is increasing “Emotional Maturity”. Emotional maturity should be regarded as relative, not final or absolute. The process of maturity emotionally is never complete, for a person in fairly good health mentally continues to grow more “mauler” in his attitude toward life and toward himself as long as he lives. Therefore, when we say that a major aim of a good educational program is to help learners to gain in emotional maturity, what we means is not the achievement of a certain and product that can be graded or rated on graduation day. But rather seeking to help the child in a process of development that continues long after most people leave school.

Many attempts have been made to define “emotional maturity”. In psychological writings the definition of maturity essentially involves emotional control has been a prominent feature in some definitions. According to this view, the emotionally mature person is able to keep a lid on his feeling. He can suffer in silence. He can bide his time in spite of present discomfort. He is not subject to swings in mood. He is not volatile. When he does express emotion ho does so with moderation, decently, and in good order. He is not carried away by his feeling. He has considerable tolerance for frustration, and so on actually, in the writer's opinion; a person can live up to all of these prescriptions and still be an abjectly immature person as well as a very cold, unemotional person.
A Definition of emotional maturity that is in keeping with the facts of development and the potentialities involved in the process of development must stress not simply restriction and control but also the positive possibilities inherent in human nature. According to this view, emotional maturity involves the kind of living that most richly and fully expresses what a person has in him at any level of his development.

“Mature” emotional behavior at any level of growth is that which most fully reflects the fruits of healthy development in all the interacting aspects of the growing person’s make up. An adequate description of emotional maturity must take account of the full scope of the individual’s capacity and powers, and of his ability to use and enjoy them. In its broadest sense emotional maturity means the degree to which the person has realized his potential for richness of living and has developed has capacity to enjoy things, to relate himself to others, to live and laugh; his capacity for whole hearted sorrow when an occasion for grief arises; his capacity for experiencing anger when faced with thwarting that would write the temper of any reasonably tolerate or sensible person; and his capacity show fear when there is occasion to be frightened, without feeling a need to use a false mask of courage such as must be assumed by persons afraid to admit that they are afraid.

According to Walter D. Smitson (1974), “Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-physically and interpersonally.”

According to Crow and Crow (1974), “An emotion is an affective experience that accompanies generalizes inner adjustment and mental and psychologically stirred up states in an individual and that shows itself in his overt behavior.”

According to Cole, “The most outstanding make of emotional maturity is the ability to bear tension. Besides, an emotionally
matured person persists in the capacity for fun and recreation. He enjoys both play and responsible activities and keeps them in proper balance."

According to Fred Mc. Kinney, “The characteristics of an emotionally matured person are heterosexuality, appreciation of attitude and behavior of others, tendency to adopt the attitudes and habits of others and capacity to delay his own responses”.

R.S. Woodworth defined emotions, “As a moved or a stirred up state of an individual. It is a stirred up state of feeling that is the way it appears to the individual himself. It is a disturbed muscular and glandular activity – that is the way it appears to an external observer.”

**Maturity** is a psychological term used to indicate how a person responds to the circumstances or environment in an appropriate manner. This response is generally learned rather than instinctive, and is not determined by one’s age. Maturity also encompasses being aware of the correct time and place to behave and knowing when to act appropriately, according to the situation and the culture of the society one lives in. Adult development and maturity theories include the purpose in life concept, in which maturity emphasizes a clear comprehension of life’s purpose, directedness, and intentionality which, contributes to the feeling that life is meaningful.

While older persons are generally perceived as more mature, psychological maturity is not determined by one’s age. However, for legal purposes, people are not considered psychologically mature enough to perform certain tasks (such as driving, consenting to sex, signing a binding contract or making medical decisions) until they have reached a certain age. In fact, judge Julian Mack, who helped create the juvenile court system in the United States, said that juvenile justice was based on the belief that young people do not always make good decisions because they are not mature, but this means that they can be reformed more easily than adults. However,
the relationship between psychological maturity and age is a difficult one, and there has been much debate over methods of determining maturity, considering its subjective nature, relativity to the current environment and/or other factors, and especially regarding social issues such as religion, politics, human stem-cell research, genetic engineering and abortion.

Maturity is the stage attained by the process of growth and development and body change resulting from heredity rather than learning. The term maturity is used to describe behavioral or physical changes which occur as a direct result of genetic action and which emerges as the human grows older. Gesell (1961) proposed a theory that nearly all development is controlled by motivation and so is independent of practice or experience. It is still thought by some psychologist that the development of much behavior may be maturational (Hurlock-1968)

- Development normally proceeds in an orderly sequence.
- Development can be viewed in terms of stages, each having its own characteristics
- Each new stage of development builds on and is limited by previous development, and in term provides the foundation for the stages that follow.
- The pathway from infancy to maturity involves increasing differentiation, integration and complexity of structure and behavior.
- There are both similarities and differences in the development of individuals.
- Development may be normal or depending on the quality and interaction of genetic and environmental factors.

The terms growth, development maturation and leering all refer to the physical, mental, social, intellectual, emotional and moral changes which a person experiences as he advanced through life.
Maturation and learning are not mutually exclusive processes but are inextricably connected and development upon each other (Lolesmik-1970). The developmental level of the individual is the resultant of interaction of maturation (heredity) and learning (environmental) over a period of time and be expressed in form of this equation (Ruch-1970): Development level = maturation x learning x Time.

The principles of development which follow are sources of knowledge about human behavior. Development is continuous, development is complex, and development is unified, developmental patterns very. The relative effects of nature (heredity) and nature (environment) on a person’s development is a matter which has interested psychologists for years. Human development is the product of the interaction of human’s inherited potentialities and his environment. Cultures as well as biological and psychological force gives rise to several developmental tasks which a person should achieve at certain stage of his development (Binger, 1978, Stott, 1972).

Maturity is a psychological term used to indicate how a person responds to the circumstances or environment in an appropriate manner. This response is generally termed rather than instinctive, and is not determined by one’s age. Maturity also encompasses being aware of the correct time and place to behave and knowing when to act appropriately according to the situation and the culture of the society one lives in. Adult development and maturity theories include the purpose in life concept, in which maturity emphasizes a clear comprehension of life’s purpose, directedness, and intentionality which, contributes to the feeling that life is meaningful.

Emotional maturity defined as “A process in which the personality is continually striving for greater sense of emotional health, both intra-psychically and intra – personally “In brief
emotional maturity can be called as the process of impulse control through the agency of “self” or “ego”.

Emotional maturity is not only one of the effective determinants of personality pattern, but it also helps in adolescent development. According to Walter et al (1976) emotional maturity is process in which the personality is continuously striving for greater sense of emotional health, both intra-psychically and intra personally. So, the study of emotional maturity is now gaining recognition. The concept of 'mature emotional behavior' at any level is that which reflects the fruits of normal emotional development.

According to Chamberlain (1960), an emotionally mature person is one whose emotional life is well under control. An emotionally stable child has a capacity to make effective adjustments with himself, members of the family, and his peers (Smitson, 1974). Therefore the most outstanding mark of emotional maturity is ability to deal with the situations purposefully and to keep emotions stable and under control even in extreme situations. Adolescence is a period when the behavior is highly influenced by the emotions. This is the period of intensive storm and stress (Hall, 1904). Adolescence is the stage where extreme emotions are expressed or experienced with the intensity of adulthood but devoid of adult perspective. At no stage this emotional energy is as strong and dangerous as in adolescence. It is very difficult for an adolescent to exercise control over his emotions. The sudden functioning of sexual glands and tremendous increase in physical energy makes him restless. Moreover, adolescents are not consistent in their emotions. Emotions during this stage fluctuate very frequently and quickly. It makes them moody. Sometimes they are very happy and at another time they are extremely sad and all this happens in a very short time. So there is too much uncertainty in the nature of their emotional states.
Maturation refers to the growth of an organism that is determined primarily by genetic factors and occurs more or less independently of learning. These built in maturational processes provide the potentials for the orderly progressive of development, but these potentials can be realizes only under favorable environmental conditions. Although a person’s a growth will be shaped in different cultures, certain characteristic trends can be seen in any society, primitive or advanced. These trends lead the individual toward responsible self-direction and the ability to participate in and contribute to society. These are 3 popular views of healthy development (Coleman 1976).

- Adequate frame of reference accurate reality possibility and value assumptions concerning one self and one’s worlds.

- Essential competencies, the mastery of needs physical, intellectual, emotional and social competencies.

- Self - direction adequate self – identity, independence from social influences and stress tolerance to enable meaningful self – direction.

- Personal growth and self – actualization trends toward the development of one’s potentials self – fulfillment as a person.

These are 7 psychological conditions that foster healthy development (Gesell 1956, Piaget 1970) to be wanted, to be born healthy environment, to satisfaction of basic needs, to continuous loving care, to appropriate treatment for psychological and behavioral problems and difficulties, to acquire to intellectual, emotional warmth and acceptance parental affection are positive and contribute factors in the development of such personality traits as self – esteem, self – reliance, independence, self – control and self – regulation (Sears, Malcoby and Levin, 1967).
The concept of emotional maturity has not received a great deal of explicit attention in the psychological literature. The major characteristics of emotional maturity are relatively freedom from the well-known constellation of inferiority, egotism and competitiveness another aspects of emotional maturity consists in the processes of socialization matte consists in the processes of socialization and collateralization, hostile attitudes and aggressiveness are related to emotional maturity and emotional development, another important attributes of emotional maturity are firm sense of reality, flexibility and adaptability.

In the present circumstances, children, youth, and adults all are facing problems and difficulties in life and work. These conditions are giving rise to several psychosomatic problems and difficulties in life and work. These conditions are giving rise to several psychosomatic problems such as anxiety, tension, conflicts, pressures, frustrations, strains and stresses and emotional upsets and disturbances, so the study of emotional development deals with interplay of biological, psychological and socio-cultural forces. Actually, emotional maturity is not only the effective determinant of personality but it also helps to control the growth and development of the person. The concept ‘mature emotional behavior’ at any stage of development reflects the fruits of normal emotional development.

According to Smitson (1974) emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra-psychically and intra-personality. Kalpan and Bran (1976) elaborated the characteristics of an emotionally mature person: he has the capacity to withstand delay in satisfaction of needs, he has the ability to tolerate a reasonable amount of frustration, and he has belief in long term slamming and is capable of delaying or revising his expectations in terms of demands of situations. An emotionally mature person has the capacity to make
effective adjustment with himself, with family members, with peer in school or college, with fellows at work, in life and society.

1.3.5 Characteristic of emotionally mature person:

Hollingsworth (1958) mentioned some characteristics of emotionally mature person as follows:

- He is capable of responding in gradation or degree of emotional responses.
- He is capable to delay his responses as controlled with the impulsiveness.
- He is capable of handling self-pity. According to Bernard (1959) who described some criteria of mature emotional behavior.
- Inhibition of direct expression of negative emotions.
- Cultivation of positive, building emotions.
- Development of higher tolerance for disagreeable circumstances.
- Increasing satisfaction form socially approved responses.
- Freedom form unreasonable fears.
- Understanding in according with limitations.
- Increasing dependence of action.
- Awareness of ability and achievement of others.
- Ability to without err without feeling disgraced.
- Ability to carry victory and prestige with grace.
- Ability to delay the gratification of impulses.
The most outstanding mark of emotional maturity, according to Cole (1960) is ability to tolerate tension and stress, persisting the capacity for fun and recreation, enjoying play and responsibility with proper balance. According to McKinney (1959) the characteristics of an emotionally mature person are activity, appreciation of attitudes and behavior of others, tendency to adopt the views, habits and hobbies of others and capacity to delay his own responses and gratification of needs, soul (1954) emphasized that it the emotional development of the individual is relatively complete, his adaptability is high, his regressive tendencies are low and his vulnerability is minimal. Therefore, the emotional is not one who necessarily has resolved all conditions that aroused anxiety and possibility but it is continuously in process of seeing himself in clearer perspective, continually involved in a struggle to gain healthy integration of feeling, action and thought. Guilford (1958) proposed a matrix of temperamental factors with dimensions and areas of emotional maturity; general emotional and social.

We should grow up emotionally as well as in other ways; every one of us has, of course, become more mature emotionally as we have become older. We don’t lie down on the floor and kick our needs and scream. When we can’t have our own way, we don’t cry when thing go wrong. Nevertheless, we should consider how emotionally mature we really are.

* Controlling our emotions: Emotional maturity is, first of all, being in control of our emotions - having our reason given approval for our action rather than having only an emotional backing for it. Poise is an accompaniment of emotional maturity. The poised person is the one who is always in control of his emotion. No awkward situation brings him embarrassment. He is never overmodest. Most of us, when thrown publicly in to a situation when we don’t know how to meet at the moment are apt to respond to it with some sort of emotional disruption often with that of embarrassment. The poised person in
contrast, has had enough variety in his experiences to learn to hang on to himself emotionally no matter what confronts him, no matter what demands are made on him.

* **Making proper use of our emotions:** Emotional maturity is, in the secondly place, making proper use of our emotions as the basis for action. It is true that mild emotion does give an added sense of well-being and for season there is some justice in allowing the mild pleasant emotions to suffuse us just for the pleasure they give us in themselves. Such emotions are conductive to good health. Generally speaking, however, our emotional energy should not be the kind that burns and turns to ashes, but it should rather be the kind that burns and flows in to action. In the emotionally immature person, emotion too often gives just heat and not energy such a person may be filled with sympathy for the slum dwellers in his city, but he won't use that energy for action. He may be highly indignant over corruption in politics, but his emotions while burn without giving any value.

* **Being aware of our emotion:** Emotional maturity is, in the third place being conscious of whether or not we are acting on the basis of emotion or thought of feeling or thinking. We may be depressed and discouraged and life may look hopeless to us: Yet, if we can be aware that it is emotion which is giving our whole situation its unpleasant tone and if we can then look at the facts realistically, we may find much that is comforting and encouraging. We may accept every idea that a radio commentator sets forth; yet, if we study the reasons for this acceptance, we may find that we have given him an emotional allegiance which has put us in a highly receptive mood. If we divorce our thinking from that emotion, we may find many of his idles unacceptable the light of our intelligence. We may say about something difficult: 'I can’t do it: It may be only fear of the unknown that is speaking. If we recognize the emotion and discount it, we can see the situation, more clearly and we may find that it is something we can do with no great trouble. We may vote in class election with a
sense of having made our choice with good judgment. In reality we may be acting only as our feeling of liking and disliking dictate and without May great intelligence at all. We should be aware of this fact so that we can do better the next time. It is highly important that we always be aware of the part that emotion is playing in our allegiances, our action, and our judgment; for only when we know that, can we make sure that our divisions are intelligent and based on experience.

* Proper balance and fullness: Emotional maturity is, finally having the proper balance and fullness in our emotional life there are people who have an excess of emotion in one area or another. Some lavish it freely without judgment. They are as awe-stricken by an unusual magazine cover by the ground canyon; they are as sympathetic towards a dog that is hungry as toward a child who is starving, they are as hurt by some one's failing to speak to them as by losing a learn friend. Some people let one emotion pervade all of their living one person is constantly filled with fear of one sort or another; one is excessively loyal toward her own family or her own friends; one is too quick to become angry; one is too easily depressed or too easily elated.

In contrast, there are people who are people who are afraid of emotion and use too little of it they get no thrill from any kind of music they are not exhilarated by any kind of natural beauty such as sunrise, sunset, storm or sunshine, red maples in autumn, new green in spring etc. Everything literally, leaves them cold, perhaps most serious is the fact that they feel little warmth toward people and know little or the joy of giving and often of receiving affection some people seem to be more emotional than others of course we cannot depend upon appearances always, because convention decrees that we keep a calm and unruffled exterior no matter what is boiling up inside. Still it is true that, as with all human traits, we find all variations in emotionality, from the cold person who varies seldom departs from his
ordinary calm to the person who is always reacting to everything with a rush of feeling.

Is emotionality inherited? As with much of our personality make up, emotionality is the result of both inherited structure and environmental influence. As to the heredity bias of emotionality, the following theories have been advanced to explain why some people are more quickly aroused to emotions than others. The sympathetic and the parasympathetic systems in people are never perfectly balanced. If the sympathetic system is easily aroused to further activity, the person will be more emotional in his tendencies than he could be if the reverse were true. Variations occur also in the working of the ductless glands. If the adrenal glands are overactive, we again have a person, who tends to be more emotional than would one with underactive adrenal glands.

Emotions are linked with health, morbidity and mortality has existed for over two millennia (Stemberg, 1997). The overall balance of people's to contribute to their subjective wellbeing (Diener, Sandvik and Pavat, 1991). Negative emotions when extreme, prolonged or contextual inappropriate-produce many grave problems, ranging from phobias and anxiety, disorders, aggression and violence, depressions and suicide, eating disorders and sexual dysfunction, to a host of stress related physical disorders (Fredrickson and Brahign, 2001). New evidence suggests that negative emotion may contribute to disease and health through immune deregulation. Inflammation has recently been linked to a spectrum of conditions associated with again, including cardiovascular disease, osteoporosis, arthritis, types-z, diabetes, Alzheimer's disease, frailty and functional decline and periodontal disease (Ershler and Keller; 2000), although it is clear that negative emotions can intensify a wide variety of health threats, positive emotional have received considerably less attention, perhaps related to the prevailing. View of physical and mental health as the absence of disease and negative emotions (Ryff and Singer, 1998), as
well as the fact that positive emotions are fewer in number and less differentiated than negative emoting (Ellsworth and Smith, 1988).

Most commonly, the function of all positive emotion has been identified as facilitating approach behaviors (CacioppoPriester and Berutson, 1993. Devidosn 1993; Frijda, 1994) or continued action (Carver and Scheior, 1990; Clore, 1994). From this perspective, experience of positive emotions prompts individuals to engage with their environments and partake of activities, many of which are evolutionary adaptive for the individual, its species or both. Sensing that this traditional approach did not do justice to positive emotions, Frederickson (1998) developed 'the broad and build model' that captures the unique effects of positive emotions.

The topic of emotional maturity was lately broadly discussed not only in psychotherapeutic and psychological community but also in business related professions. Emotional maturity is a dynamically developing self identity reviled in 4 types of relationships by Emotional Competence as combination of reactive and active behaviors. In the present day world adolescents in addition to daily rigors of life are facing enhanced difficulties due to fierce competition, peer pressures, parental expectation etc. These difficulties are giving rise to many psychosomatic problems such as anxiety, tensions, frustrations and emotional upsets in day to day life. Emotions are great motivating forces throughout

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An adult is a human being or living organism that is of relatively mature age, typically associated with sexual maturity and the attainment of reproductive age. In human context, the term has other subordinate meanings associated with social and legal concepts; for example, a legal adult is a legal concept for a person who has attained the age of majority and is therefore regarded as independent, self-sufficient, and responsible (contrast with "minor"). Adulthood can be defined in terms of physiology, psychological adult development, law, personal character, or social status.

In the present day world adolescents in addition to daily rigors of life are facing enhanced difficulties due to fierce competition, peer pressures, parental expectations etc. These difficulties are giving rise to many psychosomatic problems such as anxiety, tensions, frustrations and emotional upsets in day to day life. Emotions are great motivating forces throughout the span of human life; affecting aspirations, actions and thoughts of an individual. Emotional maturity is the ability of the person to assess a situation or relationship and to act according to what is best for oneself and for the other person in the relationship. Emotional maturity is not only one of the effective determinants of personality pattern, but it also helps in adolescent development.

1.4 SELF CONCEPT

Every individual exists in a constantly changing world of experience of which he is the center. It is his basic tendency and striving to know and understand himself as well as his environment. He reacts to his environment as he experiences and perceived it. Due to constant interactions with his environment, gradually the form of his ‘self’ is differentiated and developed. In this process, an integrated, organized and unique self-structure comes out. All his behavior is directed towards actualizing, preserving and enhancing this self-structure. That part of self-structure which the individual perceives as
a set of specific and relatively stable self-characteristics formulates his self-concept.

1.4.1 The concept of self:

During the process of growth and development every human individual acquires the awareness of his “self”. He experiences “his indentify” as somewhat different from that of others. The “self” is a composite of several psychological states, impressions ad feelings. It includes impressions one has of his body, the image of his physical appearance and other tangible properties of his person. It further includes the conception „one“ has of himself of his traits and abilities including the possibilities of his future as well. Ones attitudes and beliefs about him, the convictions one has and the values one holds also form part of it. Gourd Landsman suggests that a person’s self-concept comparisons of all the beliefs ‘one’ has about himself. All the assumptions „one“ has about his strengths and weaknesses, including the possibilities of his growth form part of one’s ‘self-concept’ along with the explicit description of his habitual patterns of behavior and experiences. It is a fact that human nature is not fixed. Man has freedom of choice. Hence the Self-concept is much more prescriptive rather than descriptive. It is a matter of conviction and commitment; it has powerful influence on one”s actions. It is in this perspective that Combs and snug suggest that every human being has a need to enhance his phenomenological self. This need to enhance one”s phenomenological self determines his behavior.

The process of "self development" is a continuing and developing one. By the time one reaches maturity, many of his views and attitudes regarding him become established. The striving for self-discovery and self-fulfillment begins when one is a little baby. By childhood, with the growth in the ability to remember the past and to anticipate the future through imagination, the „self“ further grows. During adolescence there emerges the sense of „ones" own will. The
individual asserts his derives even though they clash with the wishes of others. During this period one acquires the tendency to think for himself and to reach his own conclusions.

A person's attitudes regarding him are influenced deeply by the attitudes others have shown towards him in early stages of life. The way he is accepted by others influences his ability to accept himself. Gradually one acquires the concept of 'self acceptance' and 'self-rejection'. One with the sense of self acceptance perceives himself as a comfortable person. Retaining the ability to change, he is realistic about himself; he asserts and makes free use of his endowments. He feels that he has the right to live and to use his capacities and to develop his interests without constantly having to apologize or to feel guilty to be what he is. He has a good deal of spontaneity. He allows himself the right to feel his own emotions, to enjoy things, to feel gladness, anger, fear, tenderness and love. He does not blame himself for having the capacity to be angry or afraid. On the other hand a self-ejecting person is one who is not comfortable with himself. He tends to blame himself. He has low self-worth, a law regard for his right to be himself. He may show contempt on himself. The self-rejecting attitude may also display by lack of freedom to try one's abilities. There is tendency to pretend or to show off. Sometimes one's rigid attitude behavior lacking spontaneity may also show self rejection.

1.4.2 The nature of self:

The concept of self is also persistent and prevalent in human thinking that questions about its nature have been raised from time to time, we have the time honored statement of Descartes 'I think', therefore, 'I am' and the statement of F.H. Broadly though not so well known but nonetheless significant, Besides that which at any moment is experienced, you have also the thing to which that experience belongs. But we have to confine ourselves to the nature of the social self. G.Murphy says that the 'self is the individual as known to the
Individual’, it is the way in which one perceives oneself. It is the center of anybody’s experience thoughts, emotions, attitudes, knowledge and sentiments. Even the most unselfish person may be described as having made the quality of selflessness as a dominant part of his self image.

William James the American psychologist drew attention to the social components of the self. In the widest possible sense of men’s self is the sum total of all that he can call his, not only his body and his psychic powers, but his clothes and his house, his wife and children, his ancestors and friends, his reputation and works, his land bank account. These entire things give him the same emotions. If they wax and prosper, he feels triumphant; if they dwindle and die away, he feels cast-down- not necessarily in the same degree, but in much the same way for all because of our gregariousness. James goes on to say a man has as many social values as there are individuals who recognize him as.... there are distinct groups of persons about whose opinions he cares. He generally shows a different group. The social nature of self came to be emphasized.

Self is a product of social interaction ‘A man is a social outcome rather than a social unit’, and therefore the main task of social psychology is to trace the growth and development of the individual in his constant interaction with his social environment. The social environment includes language, art, play, inventions and the like all of, which are necessary for the growth of the self.

Components of self-concept include physical, psychological and social attributes and can be influenced by its attitudes, habits, beliefs and ideas. These components and attributes can be condensed into the general concepts of self-image and the self-esteem.

The innovation of the terms ‘self’ can be traced to our ancient literature. Socrates was of the view that if man wants to develop his cardinal virtues of life he should know the self-concept clearly. A
milestone in human reflections about the non-physical inner self came in 1644, when Rene Descartes wrote principles of philosophy. Descartes proposed that doubt was a principal tool of disciplined inquiry, yet he could not doubt that he doubted. He reasoned that if he doubted, he was thinking, and therefore he must exists. Thus existence depended upon perception.

Self concept denotes concept of the self and is an important concept of personality. According to Roger 1959, self is differentiating portion of the phenomenal field, consisting of conscious perceptions and values of I or me. Self-concept is one of the most dominating factors influencing the individual behavior. Life experiences affect the self concept. Success and pleasurable events in life lead to the enhancement of self-concept, while failure, frustration and other denigrating experience tend to lower the concept of one's self.

Self-concept is considered to be the most significant factors in human life as everyone is continuously striving towards self actualization, self realization and self-enhancement, and is constantly wishing to avoid self-condemnation and self-lowering experiences. In every action different covert and overt forms emerge as the governing component amongst the forces determining the action. Self concept is "An individual's assessment of his or her status on a single trait or on many human dimensions using societal or personal norms as criteria".

A second milestone in the development of self-concept theory was the writing of Sigmund Freud who gave us new understanding of the importance of internal process. While Freud and many of his followers hesitated to make self-concept a primary psychological unit in their theories, Freud's daughter Anna gave central importance to ego development and self-interpretation.
William James (1890) explained the concept of self, at first taking into consideration self-observation and observations of daily routine of an individual. Hockins had studied about the concept of self in psychological laboratory using the method of self observation in. Kurt and Kofka had put forward the concept of self on the basis of consciousness. Adler, Freud, Jung and Sullivan have used the concept of „Ego“ for the concept of „Self“. The concept of self has great importance in psychology for understanding of individual’s ideas, feelings, thoughts attitudes and behavior. The self-concept includes the central picture of what I am, as a person with particular history and sets of aspiration.

By far the most influential and eloquent voice in self-concept theory was that of Carl Rogers (1959) in introducing an entire system of helping built around the importance of the self. In Rogers view, the self is the central ingredient in human personality and personal adjustment. Rogers described the self as a social product, developing out of interpersonal relationships and striving for consistency and maintained that there is a basic human need for positive regard both from others and from oneself. Rogers believed that in every person, there is tendency towards self actualization and development so long as this is permitted and encouraged by an inviting environment.

**Basic assumptions:**

Many of the success and failures that people experience in many areas of life are closely related to the ways that have been learned to view themselves and their relationships with others. Self-concept is learned, no one is born with self-concept. It gradually emerges in the early months of life and is shaped and reshaped through repeated perceived experiences, particularly with significant others. The fact that Self-concept is learned has some important implication:
• Self concept does not appear to be instinctive, but is a social product developed through experience, it possess relatively boundless potential for development and actualization.

• Previous experiences and present perception, individuals may perceive themselves in ways different from the ways others see them.

• Individuals perceive different aspects of themselves at different times with varying degrees of clarity.

• Any experiences which is inconsistent with one’s self-concept may be perceived as a threat, the more these experiences, the more rigidly self-concept is organized to maintain and protect itself. When a person is unable to get rid of perceived inconsistencies, emotional problems arise.

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

Human has unique capacity of thinking about body, behavior and appearances and has set of cognitions and feelings. The term most commonly applied to this set of elements is self-concept.

Self concept (Wikipedia) “Self-concept or self-identity is the mental and conceptual awareness and persistent with regard to own being”.

Rogers, in his 1947 Presidential address to the American Psychology Association, noted that the ‘self’ had come back into Psychology. The concept of self had fallen into disrepute in Psychology, possible due to the dominance of Behaviorism, but was coming back as a legitimate research concern by the late 1940s. Rogers (1951) defined self-concept as “an organized configuration of perceptions of the perceptions of one’s characteristics and abilities; the perception and concept of the self in relation to others and to the
environment; the value qualities which are perceived as associated with experiences and objects; and goals and ideals which are perceived as having positive or negative valence.”

The extensive interest in self has a long history; theoretically the notion of the self can be traced back to the ancient Greeks. The formulation by Mead and Cooley (1934, 1902) provided a fruitful basis for empirical work; nevertheless the notion of the self-concept did not become a research concern until the 1940s.

Virtually all investigators agree that two distinct aspects of the self, first identified by philosopher James (1890) more than a century ago, emerge and become more refined with age. The first is the ‘I’ or the existential self. It includes the following realizations: That the self is separate from the surrounding world, can act on and gain a sense of control over its environment, has a private inner life not accessible to others, and maintains continuous existence over time. The second facet of the self is the ‘me’, a reflective observer that treats the self as a object of knowledge and evaluation by sizing up its diverse attributes. Self-understanding beings with the drawing of self-awareness in the second year of life (Lewis & Brooks, 1979) and gradually evolves into a rich, multifaceted view of the self’s characteristics and capacities over childhood and adolescence. ‘I’ and ‘me’ are intimately intertwined and influence each other.

The notion ‘self’ received utmost importance in Client – cantered therapy, the pioneer of which was Carl R. Rogers (1951). According to him the best vantage point for understanding behavior is from the internal frame of reference of the individual himself. Self-concept is the central construct of Roger’s theory. It may be conceived of as an organized gestalt comprising:

- The individual’s perception of himself in relation to other persons and the values attached to them.
The individual’s perception of himself in relation to other persons and the values attached to them.

The individual’s perception of various aspects of the environment and the values attached to them.

According to Roger’s self-theory, self-concept is not self-awareness or consciousness. It is the conceptual gestalt concerning oneself which need not always be in awareness, but available to awareness. A person may not always be aware of his feelings or attitudes that may lie deep but on which he can fall back as and when he wants to use. Perceptions and values attached to the self-modify form time to time. The individual’s behavior and gratification of needs are normally consistent with his self-concept. When a strong need conflicts with a person’s self-concept, the might adopt devious measures to find gratification of his behavior consistent with his self-concept. Maneuvering of perceptions to secure apparent consistency leads to maladjustment.

Among the most influential works in stimulating research on self-concept was that of Snygg and Coombs (1949). They presented a method of predicting individual behavior in specific situations, which assumed that an individual's personal frame of reference is a crucial factor in his or her behavior.

Figure 1-1: Diagrammatic Representation of the ‘self-structure’ by Snygg and Combs (1959).
In particular, they declared the ‘phenomenal field’ that part which the individual experiences as ‘characteristic of himself’. All behavior is directed towards the goal of preserving and enhancing the phenomenal-self. It includes the self-concept and those aspects of life which are not a part of the ‘real-self’ but are in some way related to it: one’s family, career, home, school, clothing and the like. The environment that the individual perceives or notice is termed as the ‘phenomenal environment.

The self- arises in the course of interaction in a pre-existing symbolic environment; it is the most significant product of early socialization. Mead (1934) says that “There is a social process out of which selves arise and within which further differentiation, evolution and organization take place.” Discussion of the development of self must also include the views of Cooley (1902). According to Cooley, the self is any idea or system of ideas with which is associated the appropriate attitude we call self-feeling. The self is the result of the individual’s imaginative processes and emotions as he or she interacts with others; it is reflected or ‘looking-glass self; composed of three principal elements; “The imagination of our appearance to the other person; the imagination of his judgment of that appearance; and some sort of self-feeling such as pride”. In simplest terms, according to Mead (1934), to have a self is to have the capacity to respond to, and direct one’s own behavior. One can behave towards oneself as one can towards any other social object. One can evaluate, one’s structure of attitudes towards self is changing. It is important to keep in mind that behavior towards the self does not occur in a vacuum; one is behaving towards oneself in the context of interaction with others.

The international Encyclopedia of the Social Sciences (1968), describes self as a “Development formulation in the psychological makeup of the individual, consisting of interrelated attitudes that the individual has acquired in relation to his own body and its parts, to his capacities and to objects, which define and regulate his
relatedness to them in ‘concrete situations and activities. The attitudes that compose the self-system are, therefore the individual’s cherished commitments, stands on particular issues, acceptances, rejections, reciprocal expectations (roles) in interpersonal and group relations, identification.

As Gordon (1968) has put it. “The self is a complex process of continuing interpretive activity – simultaneously the person’s located stream of consciousness (both reflexive and non-reflexive including perceiving, thinking, planning and evaluation, choosing etc) and the resultant structure of self-conceptions (The special systems of self-referential meanings available to this active consciousness)”.

Self-concept is often described as a global entity; how people feel about themselves in general, but it has also been described as made up on multiple self-conceptions, with concepts developed in relation to different roles Thus self-concept may be generally and situational specific. Stang (1957) has identified transitory or temporary self-concepts also, besides the overall basic self-concept. These ideas of self are influenced by the mood of the moment or by recent or continuing experience.

1.4.3 Self-esteem: The evaluation side of self-concept

One of the most important aspects of the self-concept is our self esteem the personal evaluation of us and the resulting feeling of worth associated with our self-concept.

Self esteem is affected by a variety of influences, ranging from formative childhood experiences in relation to our parents to our own standards or ideal self. For instance, individuals with high self esteem generally were brought up by parents who were very accepting of them, expressed a lot of affection, and established firm but reasonable rules-all of which fosters a positive self-image. Individuals with low self esteem usually were brought up by parents who relied on
parenting styles that were overly strict, overly permissive or inconsistent. Also, self esteem is significantly influenced by our experiences of success and failure.

Self esteem exerts a powerful influence on people's expectations of their judgments about themselves and other, and their behavior. People with high self esteem are willing to test the validity of their inferences about themselves. Having a high level of self acceptance, they tend to be accepting of others, including those with different opinions than themselves, and enjoy satisfying relationships with other people. They also expect to do well in their accomplishments, try hard and tend to be successful in their careers. They are inclined to attribute their success to their abilities and to make due allowance for circumstances in interpreting their failure. As a result, people with high self esteem generally enjoy a great deal of self-confidence and have a realistic assessment of their strengths and weaknesses. In contrast people with low self esteem are generally less willing to put their ideas about themselves to the test and are never really convinced of their own self-assessment. Furthermore, they tend to expect the worst, exert less effort or tasks especially challenging, demanding ones-and achieve less success in their careers. Having low self esteem they are inclined to be overly sensitive toward social rejection, often cutting others down to size by constant criticism and thereby alienating them. In turn, the preoccupation with rejection imagined or real, further lowers their self esteem, setting the stage for a vicious cycle of negative relationships.

Self-esteem represents how much a person likes, accepts and respects himself overall as a person; it includes the judgment we make about our worth and the feelings associated with those judgments. Knowing who you are and liking how you are represent two different things. Although adolescents become increasingly accurate in understanding who they are (their self-concept), this knowledge does guarantee that they like themselves (their self-esteem)
any better. The cognitive sophistication – increased accuracy in understanding themselves, allows them to differentiate various aspects of self-esteem, for eg an adolescent may have high self-esteem in terms of academic performance but lower self-esteem in terms of relationship with others.

According to Rosenberg (1979), “a person with high self-esteem is fundamentally satisfied with the type of person he is, yet he may acknowledge his faults while hoping to overcome them.” High self-esteem implies a realistic evaluation of the self’s characteristics and competencies, coupled with attitude of self-acceptance and self-respect.

Self-esteem ranks among the most important aspects of children’s social cognitive development. Children’s evaluations of their own competencies affect their emotional experience and future behavior and similar situations as well as their long-term psychological adjustment. Self-esteem originates early in life, and its structure becomes increasingly elaborate over years.

Fortunately, self esteem is not something you are born with or without. Rather, it is largely an acquired trait that you can improve, no matter how little you have to start with. Because self esteem resides largely within yourself, ultimately you have the power to change it. However, one of the paradoxes of personal change is that only as you come to see and accept yourself as you are, can you genuinely begin to grow. Then, too, be certain that your standards and expectations your ideal self against which you measure yourself are reasonable. Perfectionist individuals who judge themselves by unrealistic standards constantly undermine their own self esteem. Finally although other, people’s reactions may influence your self esteem through feedback and social comparison, you are the final authority on your own self-worth. As senesce, the ancient philosopher,
said - “What you think of yourself is much more important than what others think of you”.

**Changes in global self-esteem during adolescence**

Self-esteem once established does not remain stable throughout. In early childhood, it’s very high then it drops over the first few years of elementary school as children start making social comparisons—that is judge their abilities, behavior, appearance and other characteristics in relation of those of others. Once children enter school they receive frequent feedback about themselves in relation to their classmates. In addition they become cognitively better able to make sense of such information. As a result self-esteem adjusts to a more realistic level that matches the opinions of others as well as objective performance. Self-esteem undergoes change during adolescence; longitudinal studies reveal gradual, consistent improvements in self-esteem over grades 7-12 there are several reasons for such gains:

- There may be increasing realism about the ideal self, reducing the real ideal discrepancy.

- Increased autonomy and freedom of choice over the adolescence years may also play a role. If the individual has more opportunities to select valued performance domains in which he or she is competent, self-esteem will be increased.

- Relatively increased role taking ability may lead the adolescent to behave in more social acceptable ways that enhance the evaluation of the self by others.

The rise in the self-worth suggests that for most young people, becoming adolescent leads to feelings of pride and self-confidence. A study of self-esteem in 10 industrialized countries showed that the majority of teenagers had an optimistic outlook on life, a positive
attitude towards school and work, faith in their ability to cope with life problems

The picture of changes in self-esteem during early adolescence is less sanguine. Simmons and Blyth (1987) suggested a development readiness hypothesis for this, that children can be thrust into environments before they are psychologically equipped to handle the new social and academic demands.

With regards to timing of puberty, early maturing girls fare the worst; they are more dissatisfied with their body image, which exerts influence on their self-esteem. They do not fit the cultural stereotypes of female attractiveness and are not yet emotionally prepared to deal with social expectations.

Negative self-perceptions lead to more predictable behavior than positive self-perceptions. Presumably, this happens because negative self-views involve more tightly organized schemas than positives ones; as a result, someone with generally high self-esteem can interpret a success in a variety of ways, but someone with low self-esteem tends to over generalize the implications of a failure.

Credible feedback indicating that one has some of the characteristics of his or her ideal self is a positive experience, while feedback indicating the presence of undesired characteristics is negative. It also matters whether one’s “Good” or “Bad” qualities are common or rare. The lowest level of self-esteem is found among those who perceive their liked characteristics to be relatively rare.

1.4.4 Self-esteem and Social Comparison

Social comparison is a major determinant of how we evaluate ourselves. Depending on our comparison group, specific success and failure may contribute to high or low self-evaluation or be completely irrelevant.
Several lines of research help clarify some of the ways in which these complex social comparisons operate. When we compare ourselves to other, our self-esteem goes up; when we perceive some inadequacy in them – a contrast effect happens. When, however, the comparison is with someone to whom we feel close, our esteem goes up; when we perceive something very good about them – an assimilation effect happens. In a similar way, a person who compare unfavorable within group members experiences lower self-esteem and increased depression much more than if the unfavorable comparison is with out-group members.

Self-esteem should not be considered as in immutable trait but rather the processes responsible for its potential change must be illuminated. Only by understanding these processes, the strategies to maintain or enhance self-esteem can be sought. Strategies implied by Harter’s research (1986) include valuing the individual’s areas of competence and discounting domains in which he is not competent, selecting social comparison groups that are more similar to the self, as well as interacting with peers who can provide support and affirmation that can be internalized in the form of positive regard for the self.

1.4.5 Self enhancement and self verification:

We receive a great deal of information about how people see us through our interactions with them. As a matter of fact, we often make deliberate attempts to elicit such information, whether through our actions or direct questioning. However authorities have proposed different theories concerning the kind of reaction or feedback we solicit from others. According to self enhancement theory, people will try to get positive feedback that affirms their own ideas about their positive qualities. In contrast in accordance with self verification theory, people want to preserve their own images. (Both positive and negative) of themselves and therefore elicit feedback that verifies or
confirms theory own self perceptions. The researchers found that the participants preferred the enhancing and verifying partners most, followed by none enhancing and verifying partner and the enhancing, but non verifying partner the least.

1.4.6 The self concept and personal growth:

Much of the change in our self concept occurs with maturity, or the mellowing that comes with age and experience, but a great deal of change in our self image comes from adapting to different people and situations. Different jobs, new friends, and a change in responsibilities like marriage and parenting, all affect the way we see ourselves. Although we retain a stable core of self, the many self perceptions that make up our overall self concept are in a state of fix or change and are more readily influenced by current experience than previously thought.

1.4.7 The self you would like to be:

One of the most common, though often underrated, ways our self concept changes is through our interactions with people, including their perceptions and responses toward us. The term social self refers to the impressions we think others have of us. It is the way we think they view us, which may or may not be an accurate representation of their views. Nevertheless, our perception of how others view us, in turn, greatly influences the way we see ourselves.

We have as many different social selves as there are distinct groups of persons about whose opinion we care observed William James. As result, we see ourselves somewhat differently with each person we meet. With a Stronger, we may be guarded and unsure or ourselves, at least until we get to know what kind of person we were dealing with. A bossy critical employer may make us feel anxious and inferior, but a close friend who admires and compliments us makes us feel confident and affectionate. It is not that we were being two-faced
or untrue to ourselves. Rather, each of these people brings out a
different aspect of ourselves. Realizing this fact, we might make a
greater effort to seek out people who bring out the best in us and
make us feel good about ourselves. Many aspects of work, such as
reutilization, the complexity of tasks, advancement, fringe benefits,
and peers, significantly change our self-image self worth, job
commitment, and moral standards. Thus, many qualities attributed to
the self-concept are keyed to what we do rather than to our inner
notions of what we are the realization that our sense of self is affected
by social and cultural influences heightens the importance of our
social relationships. Ones we have chosen to associate with certain
friend select a lover or marriage partner, or attend a given school or
job, the people involved help to shape the way we see ourselves. Are
there overly critical people who devalue us? We should avoid them.
Are there others who see the best in us? Perhaps we should seek them
out more often. In both instances, we can change the way we see
ourselves by modifying the social influences on our lives. It would be
foolish to think we can change everything about ourselves in this way.
But the notion of fluid, changing social selves reminds us that we
have more possibilities for change and personal growth than we may
be using.

1.5 OPERATIONAL DEFINITION

The operational definition of the various independent and
dependent variables, which were used in present study, is as follow:

- **Adjustment**: Adjustment is effectiveness of individual’s
  attempts to maintain balance between satisfaction needs &
environment. The level of adjustment decided by the scores
  obtained on the Adjustment Inventory by H.M Bell.

- **Emotional Maturity**: Emotional maturity involves the kind of
  living most richly and fully expresses what a person has in him
  at any level of his development
- **Self-Concept:** It means the category of self-concept on overall self-concept & its dimensions, which will be assessed by self-

- **Inhabitance:** In this research inhabitance refers specifically to the area which is considered advantageous or disadvantageous regarding area and surroundings.

- **Gender:** In this study Gender refers specifically to the biological characteristics, which indicate membership in one of two categories: Male or Female.

- **Stream:** In this study science stream and general stream were included.