CHAPTER - 1

INTRODUCTION

1 INTRODUCTION:

The home is the person's primary environment form the time he is born until the day he dies. While it may change over the years, owing to relocation marriage, divorce death and birth of new members, the family unit and the pattern of living that meets the needs of its members remain relatively constant.

Most people think of the home influence as limited to be childhood years. They regard parents and siblings as the only family members who exercise as cardinal influence. These beliefs have been very disproved. There is ample evidence that family influences are ruling determinants of what the person's concept of self will be in adult life as well as in childhood and that spouses and offspring's exert as strong an influence as parents and siblings in the early years of life.

The kind of family a person grows up in or lives in as adult is influenced by its size and composition in terms of the people who live under the same roof and are interrelated in their patterns of living. The size of the family influences the personality pattern both directly and indirectly. Directly, it determines what role the person will play in the family constellation, what kind of relationship he will have with other family members and to a large extent, what opportunities he will have to make the most of the native abilities, indirectly, family size influences the personality
pattern through the kind of home climate fostered by families of different sizes and by the attitudes of the most significant members of the family towards the person.

2. ADOLESCENCE:

The word adolescence comes from the Latin verb adolescent, which means “to grow” or “to grow to maturity” (Glinka 1984). It is as a period of growth between childhood and adulthood (deBrun, 1981). 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.

3. BIOLOGICAL VIEWS OF ADOLESCENCE:

A strictly biological view of adolescence would emphasize this period as one of physical and sexual maturation during which important growth changes take place in the child’s body. Any biological definition would outline in detail these physical, sexual and physiological changes; their reasons (when known) : and their consequences.
This biological view would also emphasize biogenetic factors as the primary cause of any behavioural and psychological change in the adolescent. Growth and behaviour are under the control of internal maturational forces, leaving little room for environmental influences. Development occurs in an almost inevitable, universal pattern, regardless of socio-cultural environment.

3.1 Hall and Recapitulation Theory:

One of the most influential exponents of a biological theory was G. Stanley Hall (1946-1924), the first Ph.D. in psychology in the United States and the founder of the child-study movement in North America. He was the first to advance a psychology of adolescence in his two-volume treatise on the subject (Hall, 1904). According to Hall, during its development, each human organism relives each of the stages that occurred in human evolutionary development. He outlined four major stages: infancy (first four years), during which the child reenacts the animal stage of development: Childhood (five to seven), which corresponds to the cave dwelling and hunting-fishing epoch of human history (Because this is a time the child plays hide and seek, cowboys and Indians and uses toy weapons); youth (eight to twelve), the preadolescent stage of development during which the child recapitulates the life of savagery but is predisposed to learn to read, write, draw, manipulate numbers and to learn languages,
manual training, music and other subjects through routine practice and discipline; and puberty (thirteen to twenty-four), the period of adolescence.

Hall described adolescence as the period corresponding to the time when the human race was in a turbulent, transitional stage, a time of great “storm and stress.” Like some theorists today, Hall said that puberty is a time of great upset, emotional maladjustment and instability in which the adolescent’s moods oscillate between energy and indifference, guilty and depression, or egotism and bashfulness. The end of adolescence marks a new birth in which higher, more completely human traits are born a time corresponding to the beginning of modern civilization.

Hall’s views exerted a marked influence upon the study of adolescence for many years (Hall and Lindsay, 1970). Because the theory held that development was controlled from within, parents were cautioned not to interfere but to let the child pass from one stage to the other. Such a view was comforting to parents who found their children difficult at one stage; they always had the hope that the next stage would be better. One difficulty was that serious, abnormal disturbances at adolescence were sometimes accepted as normal.

Hall’s view of adolescence has since been severely criticized on a number of points: (1) his biological, genetic explanation of behaviour allows no room for the role of environment; (2) he felt that behaviour at each stage is universal,
unchangeable and predisposed by biological drives a tenet since refuted by cultural anthropologists; (3) he felt parents must be permissive and tolerate socially unacceptable behaviour during the various stage of development; and (4) he point that also has been refuted by demonstrations that adolescence in some cultures is not at all stormy. Even in our culture, current evidence suggests that the rate of emotional disturbance among adolescents does not differ significantly from that of the population at large (Ellis 1979). (See the section on anthropological views). In spite of criticisms of his theory. Hall's influence is still felt in some circles today.

3.2 Arnold Gesell : Spiral growth Patterns :

Gesell (1880-1961) is known for observations of human development from birth to adolescence that he and his staff made at the Yale Clinic Development and later at the Gesell Institute of Child Development.

Gesell was interested mainly in the behavioural manifestations of development and personality. He observed the actions and behaviour of children and youths at different ages and constructed descriptive summaries of growth gradients grouped in stages and cycles of development. In his summaries he described what he felt were the norms of behaviour in their chronological sequence.

Several explanations, implication and criticism need to be discussed for an understanding of Gesell’s theory. It is
essentially a biologically oriented theory, for maturation is mediated by genes and biology that determine the order of appearance of behavioural traits and developmental trends. Thus, abilities and skills appear without the influence of special training or practice.

This concept implies a sort of biological determinism that prevents teachers and parents from doing anything to influence development. Because maturation is regarded as a natural ripening process, it is assumed that time alone will solve most of the minor problems that arise in raising children. Difficulties and deviations will be outgrown, so parents are advised against emotional methods of discipline (Gesell and Ames, 1956).

Gesell did try to allow for individual differences, accepting that each child is born unique, with his or her own “genetic factors or individual constitution and innate maturation sequences” (Gesell and Ames, 1956.). But he emphasized that “acculturation can never transcend maturation” because maturation is of primary importance. In spite of accepting individual differences and the influence of environment of individual development, he nevertheless considered many of the principles, trends and sequences to be universal among humans. This concept partly contradicts the findings of cultural anthropology and social and educational psychology, which emphasize significant, culturally determined individual differences (Gesell and Ames, 1956.).
Gesell tries to emphasized that changes are gradual and overlap, but his description often indicate profound and sudden changes from one age to the next. He emphasized also that development is not only upward but also spiral, characterized by both upward and downward gradients that cause some repartition at different ages. Thus, freckles are evident at both sixteen and twelve; both the eleven-and fifteen-year-old are rebellious and quarrelsome, whereas the twelve and sixteen-year-old are fairly stable.

One of the chief criticisms of Gesell’s work concerns his sample. He drew his conclusions from boys and girls of favourable socioeconomic status, of a high to superior level of school population in New Haven, Connecticut. He contended that such a homogeneous sample would not be generalized.

However, even when only physical factors are considered, children differ so greatly in the level and timing of growth that it is difficult to establish norms for any age level. Nevertheless, Gesell’s books have been used by thousands of parents and exerted tremendous influence on child-rearing practices during the 1940s and 1950s. The books were considered the “child-development bibles” for many students and teachers during these years.

4. PSYCHOANALYTICAL VIEWS OF ADOLESCENCE:
4.1 Sigmund Fred:
Freud was not much involved with theories on adolescence, for he considered the early years of a child’s life to be the formative ones. But he did deal briefly with adolescence in his Three Essays on the Theory of Sexuality. He described adolescence as a period of sexual excitement, anxiety and sometime personality disturbance. According to Freud, puberty is the culmination of a series of changes destined to give infantile sexual life its final, normal form. During the period of infancy. When pleasure is linked with oral activities (Oral stage), children employ a sexual object outside their own bodies: their mother’s breasts. From this object their derive physical satisfaction, warmth, pleasure and security. While the mother feeds her infant, she also cuddles, caresses, kisses and rocks them.

Gradually children’s pleasures become autoerotic; that is they begin to derive pleasure and satisfaction from activities that they can carry on by themselves. As they give up sucking at their mother’s breasts, they find they can still derive pleasure from oral activities in which they can engage without the need of their mother. They learn to feed themselves, for example. Later, much concern and pleasure centers around anal activities and elimination (the anal stage, around age two to three). This period is followed by a developing interest in their own bodies and in the examination of their sex organs during the phallic stage (ages four, five) of development.

During the next stage, which Freud termed the Period of latency (roughly from six years of age to puberty), children’s sexual interests are not as intense and they continue to relate to other people who help them and who satisfy their needs for love.
Their source of pleasure gradually shifts from self to other persons. They become more interested in cultivating the friendship of others, especially those of the same sex.

At puberty (the \textit{genital stage}) this process of “object finding” is brought to completion. Along with maturation of the external and internal sexual organs comes a strong desire for resolution of the sexual tension that follows. This resolution demands a love object; therefore, Freud theorizes, adolescents are drawn to a member of the opposite sex who can resolve their tensions.

Freud stresses that the sexual aim of the adolescent is different from that of the child. The child seeks physical pleasure and psychic satisfaction through bodily contact and the stimulation of the erotogenic zones and the pleasure derived becomes an end in itself. But at the onset of adolescence, the sexual aim changes. Now the aim is not only for erotogenic stimulation (which Freud calls for-pleasure) but also for orgiastic satisfaction. The sexual stimulation of the erotogenic zones of the body is no longer an end in itself but a preparation for the greater satisfaction of orgasm in intercourse.

Fore-pleasure is thus the same pleasure that has already been produced, although on a smaller scale, by the infantile sexual instinct; end-pleasure is something new. The formula for the new function of the erotogenic zones therefore: they are used to make possible, through the medium of the fore-pleasure which can be derived from them (as it was during infantile life), the production of the greater pleasure of satisfaction.

\textit{Freud also writes of the pleasure of orgasm:}

This last pleasure is the highest in intensity, and its
mechanism differs from that of the earlier pleasure. It is brought about entirely by discharge; it is wholly a pleasure of satisfaction and with it the tension of the libido is for the time being extinguished (Freud, 1953). 

Freud emphasizes two important elements of the sexual aim at adolescence, and with these some differences between men and women. One element is physical and sensual. In men this aim consists of the desire to produce sexual products, accompanied by physical pleasure. In women the desire for physical satisfaction and the release of sexual tension is still there but without the discharge of physical products. This desire in women is historically more repressed than in men, for the inhibitions to sexuality (shame, disgust and so on) are developed earlier and more intensely in girls than in boys. However, there is a physical element to sexual desire in both men and women.

The second element of the sexual aim at adolescence is psychic; it is the affectionate component, which is more pronounced in females and which is similar to the infant’s expression of sexuality. In other words the adolescent desires emotional satisfaction as well as physical release. This need for affection is especially prevalent in females, but satisfying the need is an important goal of all adolescent sexual striving. Freud would also emphasize that a normal sexual life is assured only when there is a convergence of the affectionate and the sensual currents, both being directed toward the sexual object and sexual aim. The desire for true affection and for the release of sexual tension combined are the underlying normal needs that motivate the individual to seek out a love object.

An important part of the maturing process at adolescence is
the loosening of the child’s emotional ties with directed toward their parents, with the son being drawn toward his mother and the daughter toward her father. Frees also speaks of a second Oedipal situation at adolescence, when a boy may fall in love with his mother and young girl may fall in love with her father (Freud, 1925). However, a natural and socially reinforced barrier against incest restrains this expression of sexuality, so adolescents seek to loosen their connections with their families. As they overcome and repudiate their incestuous fantasies, adolescents also complete “one of the most painful, psychical achievements of the pubertal period......detachment from parental authority” (Freud, 1953,). This is done by withdrawing their affection from their parents and transferring it to their peers. Blos referred to this emotional loss as the “mourning of separation” (Blos, 1979).

Subsequent theorists refer to the process of individuation, which involves a differentiation of an individual’s behavior, feeling, judgments and thoughts from those of parents. At the same time, the parent-child relationship moves toward growing cooperation, equality and mutuality as the child becomes an autonomous person within the family context (Major and Enrich,1988).

Freud assumes that object-choice during adolescence must find its way to the opposite sex. There is a need to establish heterosexual friendships as one move always from the homosexual attachments of childhood. Freud sees no harm in sentimental friendships with others of one’s own sex, provided there is no permanent inversion or reversal of the sexual role and choice of the sexual object. Although reversal of sexual roles and sexual objects is frequent, Freud regards the reversal as a
deviation from normal sexual life to be avoided if possible (Freud, 1953).

5. SOCIETAL INFLUENCES ON THE ADOLESCENT:

The society in which adolescents grow up has an important influence on their development, relationships, adjustments, and problems. The expectations of the society mold their personalities, influence their roles and guide their futures. Social conditions help create or solve their problems or influence the adjustments they must make in solving them. The structure and functions of the society either help them fulfill their needs or create new problems by stimulating further tension and frustration. Because adolescent are social beings who are part of a larger society, there is a need to understand this social order and some of the ways it influences them.

A truly comprehensive examination of the many facets of U.S. society and the numerous ways they influence adolescents would require volumes. Instead discussion is confined to seven important influences on today’s adolescents: technological and social change, urbanization, materialism and poverty, mass communications, social and emotional stress, family disorganization and life events and stress.

5.1 Technological and Social Change:

The adolescent of today lives in a society undergoing intensive and rapid technological change. Probably no other society has so revered technological innovation or placed less restraint upon it than modern U.S. culture. Since the turn of the century, it has witnessed unprecedented advances: the
introduction of electricity, radio, television, the automobile, airplane, atomic energy, rocketry, computers, lasers, and robots. Each new invention stimulates in turn a series of additional technological changes.

In every culture, technological innovation becomes the stimulus and the motor for social change as well. Consider the automobile as a modern example. The development of the motor car changed patterns of work and residence, making it possible for people to live dozens of miles from their jobs. Whole patterns of family living changed, with the family becoming more mobile and its members more separated. The automobile made possible the regional consolidation of schools, with adolescents attending with hundreds of others from a wide geographic area. The automobile transformed the rural United States into a sprawling complex of turnpikes and freeways. It was instrumental in encouraging urban blight as middle-class families retreated to the suburbs, leaving the minority poor to inhabit the largest cities. Thus each new technological invention has consequences for social living. A series of Technological inventions necessitate an increasing number of social adjustments. For the most, these changes have been unplanned and unguided. Social transformations have occurred as a haphazard result of technological progress. It difficult to guide, predict, or alter the future directions of these changes. The growth of the megalopolis, the sprawling urban complex of cities reaching out to touch each other has obliterated the countryside and polluted the environment. Not only has the physical environment become completely altered and almost unmanageable, but the social climate has suffered as well.
The faster the city grows, the more difficult it is for people to exert any control over their physical environment or their social order. These rapid technological and social changes have profound effects upon the adolescent. Five of these effects will be discussed here.

The past grows increasingly distant from the present. The more rapid and drastic are the social changes, the more different are standards and patterns of life from those of previous years. This makes the adolescent feel that anything old is also outmoded and irrelevant, so that it ought not to be allowed to extort much influence over today’s life.

The future grows more remote, uncertain and unpredictable, so the adolescent feels less secure about tomorrow. When standards, customs, mores, social structures, conditions and functions are changing rapidly, it becomes hard to predict what life will be like in the years to come and more difficult to prepare for that future. The adolescent is pushed into living more in the present than in the future. “Why worry about tomorrow? I can’t know what tomorrow will bring. All I can do is to live day by day.”

Rapid change weakens the roles and functions of the family. Fewer sons and daughters follow their parent’s occupations, for example. Also, education has become largely no familiar. Emotional ties are loosened by geographic mobility. Fewer interpersonal contacts result in a decrease or affective interchange-socialization and emotional and morale building in Functions.

As a result the nuclear family is less able to fulfill its affective functions and disintegrates under the strain, as
documented by the high divorce rate and the growing number of one-parent families.

Cultural confusion with shifting belief, attitudes, values, mores and standards results in stress, conflict and personality disturbance in the lives of young people. In a world of pluralistic standards, changing customs and uncertain values, it becomes difficult for adolescents to know how to live and what to believe. Uncertainty and conflict create disturbing internal stress. When everyone in a culture accepts the same ideas and values, adolescents find it easier and more secure to know and accept the status quo; but when they are confronted with changing, conflicting ideas and values, they feel forced to shift about, trying to find meaning for themselves.

One result of change is a spiritual vacuum in which adolescents have difficulty finding identity. They ask: “can I commit my life to anything? Is there anything in human culture today worth saving, worth committing myself to?” Among some of the young, this pain comes close to being a mass neurosis: a lack of faith in self, an emptiness of spirit a lack of order and direction. As one youth expressed it longingly, “The answer must be out there somewhere.”

Increasing technological and social complexity have increased the period of adolescent dependency. It is more difficult for adolescents to graduate from high school and get well-paying jobs. “High-tech” positions require special training. The national commission on excellence in education (1983) suggests that if American adolescents are to grow up being competitive with their peers in other technological nations, they will have to spend more days and years in school, spend more hours doing
homework, and tackle more complex information.

The need for education has increased and requires more years of preparation, so the period of dependency upon parents has lengthened. Since 1969, the proportion of young people in the United States between the ages of twenty and twenty-nine living at home has increased by 25 percent (Goldman 1980). The result has been delayed independence and maturity (Chance 1988)

5.2 Urbanization:

As people leave their farms and move to the cities in increasing numbers, their lives are drastically altered. For one thing, the sheer size of the city makes personal, close relationships more difficult. Neighbors remain strangers. Affection needs may not be met. The individual feels isolated and alone in a city with millions of people.

There are urban high schools today with student enrollments exceeding five thousand. How can the adolescent in the educational complex find identity or any sense of belonging (Gabardine, 1980)?

Urbanization creates impersonalization in the family also. Home school and work may be separated by great distances. One or both parents may commute into the city to work, leaving at dawn, returning at dusk. Adolescents ride the school bus to the consolidated high school, seldom seeing their parents during daylight hours, at least in the winter. It becomes harder for family members together or to relate to each other personality when they seldom see one another or spend much time together. One result may be a household of stranger who live together but do not really
know one another.

Urbanization also creates a host of social problems: overcrowding, poverty, slums, gangs, delinquency, and other problems that go with city life. Cities have a way of altering the lives of people, imposing stresses, strain, temptations and problems on the children and youths growing up within their confines. Not every effect of city life is negative. Sometimes the city may offer superior educational opportunities, recreational facilities, or cultural influences. But as more and more cities become dangerous and depersonalizing, the social disadvantages of living there increasingly outweigh the advantages.

5.3 Materialism and Poverty:

Today’s youth have grown up in a time of affluence unprecedented in the history of the world, with the majority of adolescents sharing in the benefits of this prosperity and a minority, by comparison, becoming poorer than ever. Money is at hand because parents seem to offer an ample supply or adolescents are able to earn part of it themselves. One-half of young men and one-third of young women who work part-time earn more than 50 a week. Most of these earnings are “fun money” with little contributed toward family expenses or saved for future education. The biggest expense of males if for automobiles (Otto, 1988). The affluence of today’s generation has a number of consequences.

Today’s youths constitute a huge consumers market. Business caters directly to them; clothes, cosmetics, automobiles, records, stereos, skis, snowmobiles, motorcycles, magazines, grooming aids, sports equipment, cigarettes and thousands of
other items are given the hard sell to attract the dollars of increasing numbers of youths.

A major segment of the youth culture has become a status-conscious, pressing culture. Today’s youth have become concerned about self-how best to get a good job and satisfy their material needs (Otto, 1988; Yankelovich, 1981). The emphasis is on earning a big salary and winning the struggle for status, position and material advancement (Bailiwick and Bailiwick, 1980; Rubenstein 1981). In his discussion with students across the country. Loeb found many youths whose immediate goal in life was to earn over $ 50,000 a year. There were some whose goal was to earn over six figures (Loeb 1988).

5.4 Mass Communication:

The mass media are partly responsible for creating the generation of consuming adolescents described. Today’s child has been surrounded as no other generation before, by messages on signs, billboards, in newspapers, magazines, radio and television, urging the purchase of the newest antiperspirant breakfast food, or shaving cream.

In 1984, 98 percent of U.S. Households had television and home radios. Thirteen percent of all households had videocassette recorders (VCRs). Some 7.6 million VCRs alone were sold in 1984, bringing the number in U.S. homes to 17 million (Doan 1985). Adolescents can now record television programs and rent movies for home use. Some experts worry that rental movies will expose more youths to violent and sexually explicit films. Others contend that the hours spent in front of yet
another video attraction will cut further into study and exercise time.

The mass media have also created an age of instant news: television viewers share in the experiences of starving Africans, terrorist bombings and massive earthquakes. Today’s youth have not just heard about killing: they have seen and reacted to it in the nightly news. They have been bombarded with sensory information that affects the realm of emotion and feeling as well as cognitive perception. The affects the realm of emotion and feeling, as well as cognitive perception. The insistent beat of global communication not only transforms the mind but also motivates the will and stirs the emotions to Action.

As a result some youths are skeptical about what they are told. They have learned to believed what they see happening rather than naively to accept what they are told is true. They have learned to see through false promises to distinguish thought from action and sham, pretense and hypocrisy from sincerity and true concern.

5.5 Social and Emotional Stress:

Today’s adolescents have been exposed year after year too physical violence and disturbances in the world: the murder or attempted assassination of national leaders, the bombing of embassies, terrorism on a global scale and war in over a dozen countries. It includes constant threat of nuclear war.

National studies reveal that many children and youth are afraid of the nuclear threat. When asked, “What does the word ‘nuclear’ bring to mind?” one high school student replied:
“Danger, death sadness, explosion, cancer, Children, waste, bombs, pollution, terrible” (Yadkin, 1984,). Children report nightmares in which everyone is being blown up except themselves, leaving them alone and helpless. When students from 130 high schools across the country were surveyed, more than one-third believed that “nuclear or biological annihilation will probably be the fate of all mankind within my lifetime” (Yadkin 1984,).

The most disturbing change in recent years relates to mortality factors. When young people die, they die violent deaths. Among adolescents aged 15 to 24 who die, 77 percent die violently. Death from accidents, suicides and homicides has passed disease as the leading cause of death for youth (Diegmueller, 1987). Young people are the only age group in the United States that have not enjoyed improved health status over the past 30 years. Death by communicable disease has decreased appreciably, but the rise in violent deaths has more than offset the reduction in deaths due to disease.

An analysis of the extent and variety of adolescent victimization as reported in newspapers in Great Britain revealed the causes of physical injury, death and mental hurt. (Falchion, 1986).

The FBI Uniform Crime Reports for 1986 (Diegmueller, 1987) indicate that one-half of all homicides and suicides occur in the 15 to 24 year-old age group. From 1950 to 1980, homicides increased threefold and suicides increased more than fourfold for this age group. Yet, most violent deaths among young people occur on highways. Two-thirds of their violent deaths involve car wrecks.
There is link between alcohol and adolescent suicides, homicides and fatal accidents (Diegmueller, 1987). In some areas, the percentage of teen suicides who had been drinking prior to their deaths increased from 13 percent in the period 1968 to 1972 to 46 percent a decade later (Otto, 1988). The equation becomes even more deadly when firearms are involved. The most common method of teen suicide among those with significant alcohol content is use of a firearm. Homicides, suicides, automobile accidents, firearms and alcohol are pernicious threats to our nation’s youth. They represent the most serious forms of problem behavior when found in combination.

From a psychological point of view, stress creates upset and insecurity; continued stress can result in disturbed behavior. Not all behavior of adolescents is disturbed, nor all youths have emotional problems, but widespread mental illness, alcoholism, drug abuse, vandalism, suicide, homicide and various other forms of acting out behavior among youths indicate that many have psychological problems. Psychiatrist Miller (1974) suggests that social stresses are partly responsible for adolescent problems.

The Spartan exposed their young to physical stress in order to toughen their society. This was a conscious decision, but eventually so much was demanded that by killing its young the society destroyed itself. Social stress applied to youth may produce similar effects in the Western world. Because of this it is very difficult for parents and other adults to know how much an adolescent’s behavior is a function of family interaction and how much depends on stress in society-at large... This has been called a permissive society... Society might more appropriately be
considered confused and anxiety-ridden.

Miller goes on to suggest that young people need release from the tension created by these social pressures, primarily through goal-directed, constructive outlet. If constructive outlets are not provided youths react with rage and anger—or with withdrawal. Some express their rage through vandalism or heated protest. Others withdrawal and become drop-outs. In both cases the causes are the same: too much exposure to too much stress over too long a time.

Whether or not is a unique attitude, today’s youths found it hard to accept reassurances of a secure future. It is not surprising that they sometimes participate in meaningless and sometimes destructive violence against public in situations and buildings or in drug parties that turn off everyday sights and sounds. Such self-destructive behavior is symbolic of a sense of uselessness and despair.

5.6 Life Events and Stress:

There are other events in an adolescents life besides social violence and family disruption that create stress: failure in school, being arrested by the police, getting into drugs or alcohol, losing a job, breaking up with a close girlfriend or boyfriend, getting pregnant, getting badly hurt or risk, or moving to a new home. Most youths face one or more of these problems during their adolescence or have close friends who do (Johnson, 1986). A family member dying is rated as most stressful, followed by parents getting divorced or separated. Problems at school, with the police, with drugs, at work, with girlfriends or boyfriends, or with health are also ranked high on the scale. Another study, with
college undergraduates, revealed that death, illness, or accident
or a loved one, followed by ill health, disappointments in
friendships or love affairs and being cut off from others were
among the most disturbing events in life (Toller, 1983).

6. 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. One’s 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 himself 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 and unbounding behavior lacking spontaneity may also show self-rejection.

7. 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 man’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.

Colley recognized that the personality of the individual is markedly influenced by his conception of his role in the social group, it is a social product emerging from the give-and - take relation with others, and all the ideas, persons and activities with which the individual identifies himself are included in the self. The term ‘looking glass self’ by which he meant that the individual’s behavior is the reflection of (1) What he imagines he appears to be to other people, 2) what he thinks the judgment of the other person is regarding such appearance, and 3) a result self feeling, such as pride or humiliation. Our self estimates depend on interaction with others, and we are socialized by a feeling for judgment of us help by others. He wrote: “In a very large and interesting class of cases the social reference takes the form of a somewhat definite imagination of how one’s self... Appears in a particular mind and the kind of self feeling one has is determined by the attitude toward this attributed to that other mind. A social self of this sort might be called the reflected or looking glasses self: “Each to each a looking glass reflects the other that
both pass.”

A self idea of this sort seems to have 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 or humiliation.

Margaret Mead an anthropologist emphasized the importance of role taking in the development of the self in children. The child identifies himself with his brothers, sisters, parents, postman, hawker and the like. He acts out their rotes learns a large number of words, habits, attitudes and behavior of others and gradually a good part of them as his own. These become a part of his personality. Through experiences of different roles he develops his own general role, his self-image she takes over the concepts of ‘me’ and ‘I’ from William James argues that through experiences of different roles the child acquires the ‘me’ and becomes an object to himself in addition to the ‘I’ which is the subject, the actor in him making his personality unique and dynamic.

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 (Medical) “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”.

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

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.

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.

Self-concept is best conceived as a system of attitudes towards one’s self. Just as a person, as a result of experiences, forms attitudes which he organizes into a self-consistent system and defend against threats and attacks, so the person also forms attitudes towards himself. Self concept consists of all the perceptions, feelings, attitudes aspirations and values concerning to one’s own self.

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.

Self-concept has generally stable quality that is characterized by orderliness and harmony. Countless perceptions regarding once existence are maintained, and each perception is orchestrated. It is this generally stable and organized quality of self-concept that gives consistency to the personality.

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.

8. SELF-CONSISTENCY:

The characteristic tendency toward self-consistency is best understood in relation to Carl Rogers (1980) view of the phenomenal self. The self-concept develops in response to what Rogers calls ‘conditions of worth’. That is instead of growing up in an atmosphere of unconditioned acceptance, most of us feel we are loved and accepted only if we meet certain expectations and approvals. Whatever is acceptable to our parents and other significant persons in our lives becomes incorporated into our self-concept. In turn, over self-concept functions as a filter through which everything we see or hear passes.
When we experience something that is consistent with our self-concept but is not confirmed by our own sensory reactions, we perceive and label such experiences in a distorted fashion, as if they were part of us.

Experiences that are not consistent with our learned self-concept are perceived as too threatening and are not even recognized as self-experiences. Consequently, they are not accurately perceived or labeled but are kept from awareness, either in part or in whole.

9. SELF-ESTEEM:

One of the most important aspects of the self-concept is our self-esteem, the personal evaluation of ourselves 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 either overly strict, overly permissive or inconsistent. Also, self-esteem is significantly influenced by our experiences of success and
failures.

Typically a backlog of stored success enhance self esteem and repeated failure undermines it. At the same time the impact of a particular achievement often depends on the process of social comparison with a reference group.

Self esteem exerts a powerful influence on people’s expectations their judgements about themselves and other, and their behaviour. 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 accomplishishes, 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 contract 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 themselves. In turn, the preoccupation with rejection imagined or real, further lowers their self esteem, setting the stage for a vicious cycle of negative relationships.

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. Perfectionists 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”.

10. 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 the non enhancing and verifying partner and the enhancing, but non verifying partner the least.

11. 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.

12. 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.

13. CORE CHARACTERISTICS OF THE SELF CONCEPT:

Critics of the notion of self concept complain that traditional psychology regards the self concept as a straight jacket, which once acquired during our formative year resists further efforts at change. A more appropriate approach, they contend, would be to view the self concept as a loosely fitting garment that is continually being altered with experience. Actually there is some truth to both views.

Once established, the core of the self concept exhibits a high degree of stability, as seen in the consistent ways we perceive our selves over time. Peripheral aspects of the self can, and often do, change rather quickly. But the core of the self which comprises those aspects of ourselves we regard less very important to us tends to perpetuate itself. Essentially the self concept functions as a filter through which everything we see or hear passes. It thereby exerts a selective, circular influence on our experience, so that we tend to perceive, judge, and act in ways that are consistent with our self-concept.
14. MEANING AND DEFINITION OF ADJUSTMENT:

Today the present social life is very complicated. A modern human being is a struggle to live in modern society, for that every human being tries to adjust with their own needs. All human behavior is motivated by needs, and we behave to adjust to these needs to satisfy them rarely these needs are easily satisfied or thoroughly acceptable to up. Rather they are frustrated by conditions in the environment or in our minds which block our satisfaction and conflict are inevitable. When conflicts occur the behavior that involves the least possible resistance in often selected. Whether it is appropriate or not. When it is not satisfactory new appropriate methods of resolving the conflict must be evolved.

Before we can understand how to adjust with ourselves or our environment we need to understand why it is necessary to adjust? In studying this why this adjustment? We shall find the answer or these three questions, We shall learn to understand ourselves better, to understand other better, and to understand better the world, the environment around us. In other words we need to study the adjustment process. In learn how to get along with other people, with our different fields and with ourselves too. Life is a continuous, everlasting struggle till last breath of life. As long as we live shall encounter problems that will demand some kind of adjustment and it is continuous process. We can’t avoid problems but we can only learn to handle them to face them happily with tensions, and we shall be able to handle them only as we learn more about ourselves. It is surprising that so many of us know more about clothes, vehicles, movies, materials and like than we do about ourselves, about the conditions affecting our
emotional ups and downs we avoid to know, to recognize ourselves yet to recognize our self is to take the first step toward recognizing our assets and liabilities such a realistic appraisal of self must be the beginning of an exploration in adjustment. To know own self is an inevitable psycho necessity for successful progressive life, Mc Doug ell has rightly said “Life is nothing but the series of adjustment and readjustment”.

Adjustment is a universal continuous process; living organisms from the simple, single celled amoeba to multi-celled man are constantly making adjustment of various kinds. These adjustment may concern the satisfaction of basic, physical needs like hunger, thirst, sex, sleep or the fulfillment of psychological needs such security, love, affection, to gain approval.

Most of the people confused about the word ‘adjustment’ with the word ‘Conformity’. These two words are not synonyms conformity is only one form of adjustment and the quality of adjustment achieved by conforming may be good or bad, depending on the circumstances under which it occurs. Conformity is one way process one should conforming to the wishes of other persons, some people confused that adjustment is one-way process. They believe that person is continually forced to adjust to his environment but fail to realize that man also can shape his environment. Both man his world are modifiable. As our environment changes, we modify our behavior accordingly, and these modifications in turn affect environment. Therefore adjustment is a process of continuous interaction. Man must have deep sense of adjustment at the same time, man is master of circumstances. Actually a person who can adjust, can change the atmosphere too, for capacity to change one must have deep
sense of adjustment it is two sides of the coin. The individual and his world are not steady, both change and both are being upon and shaped continually but these changes are so little that one cannot see apparently and after the changes it may create adjustment, problems and demand adjustment. There is a dynamic relationship between person and his world all the times. A person may feel that he could cope with the changes but the monotony of his life gets him down so the change and monotony both demand adjustment.

First of all by becoming aware of our own behavior and our own problems we try to understand why certain goals, values, ambitions are important for us why some particular events upset us and other makes us happy why we like and what we like & don’t like, why we don’t like, what we are, and what we do. In our own observation of ourselves, we start to appreciate our positive strong points and are willing to consider our weaker points.

A behavior refers to anything that a person says or does. Common synonyms include activity, action, performance, response, reaction and skill. In our concern about adjustment we all have to consider more than just behavior that is observable to other. We all have thoughts and feelings, emotions, an inner self and an outer self, observable behavior and private behavior unobservable to others. Adjustment refers to changes in our ways of behaving, thinking and feeling to meet the demands of our environment.

The term adjustment refers to the extent to which an individual’s personality functions effectively in the world of people. It refers to the harmonious relationship between the person and the environment. In other words, it is the relationship that comes
among the organisms, the environment and the personality. A well adjusted personality is well prepared to play the roles which are expected of the status assigned to oneself within given environment. The person’s needs will be satisfied in accordance with the social needs.

The Socratic Method is adopted to define the term adjustment. The word adjustment has many conflicting meanings. It is borrowed from juristic by mechanics, adapted to biology, and finally taken over by psychology. The history of the word “Adjustment” is one of accretion of meanings. In its Juristic sense, “the process of setting right or settling”, the concept is present in insurance work and modern legal practice. The activities of insurance adjusted illustrate the present form of the juristic conception.

In the mechanical sense, it is referred to as change made to simple machines. For example turning a screw, or changing the relative position of an inclined plane.

(a) Nature of Adjustment

The dictionary meaning of the word ‘adjustment’ is, to fit, make suitable, adapt, arrange, modify, harmonized or make correspondent. Thus, when we make an adjustment between two things, we adaptor modify one or both of them to correspond to each other. In some situations, one of the factors may not be changeable and so the one which is, has to be modified in some way to suit the other. The extension of a ladder by a suitable length to reach an upper story window is a good example of such an adjustment. Wearing of clothes according to the requirements
of the seasons is another such example as ordinarily, it is beyond our capacity to change the seasons according to our clothes. Modern technology has, of course, made it possible to adjust the temperature inside dwelling houses and workplace to harmonize with our needs.

There has been a continuous struggle between the needs of the individual and the external forces since time immemorial. According to Darwin’s (1859) theory of evolution, these species which adapted successfully to the demands of living, survived and multiplied while others who did not, died out. Therefore, the adaptation or changing of oneself or one’s surroundings according to the demands of the external environment became the basic needs for our survival. It is as true today with all of us as it was with the Darwin’s primitive species. Those of us who can adapt or adjust to the needs of changing conditions can live happily and successfully, while others either vanishes lead miserable lives or prove a nuisance to society.

The individuals who are able to adjust themselves to changed situations in their environment can live a harmonious and happy life. Adjustment as a psychological term may thus be said to be another name for the term ‘adaptation’ used in the biological world. Adjustment in all its meanings implies a satisfactory adaptation to the demands of day-to-day life. From the foregoing discussion it may be concluded that adjustment is a process that helps a person to lead a happy and contented life while maintaining a balance between his needs and his capacity to fulfill them. It enables him to change his way life according to the demands of the situation and gives him the strength and ability bring about the necessary changes in
the conditions of his environment.

In addition to his own basic needs, an individual is also subject to certain demands of society. If he thinks only in terms of satisfying his own needs without thought of the norms, ethics and cultural traditions of society, he will not be adjusted to his environment.

Adjustment does not cater only to one's own demands but also to the demands of society. It may, therefore, be stated that in its comprehensive connotation, adjustment is a condition or state in which the individual’s 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 short it can be said that an organism's behavior governed by his wishes and desires and that different forms of behavior are out comes of different forms of wishes as well as needs. If the organism is able to cope up with his wishes, desires and the circumstances and maintain equilibrium, he is said to be well adjusted as his failure results in maladjustment.

(b) Criteria of Adjustment
(1) Balance of personality

It is a well established fact that personality is the sum total of various traits. As such the main criteria of adjustment are balanced personality. There is uniformity in emotions, desires of a well-adjusted person. His mental mechanism works in order as well as in organized form.

(2) Decrease of Tension
When a person’s needs and desires are not satisfied, he develops mental tension within and when they are satisfied, his tensions decreases and he gets adjusted.

(3) **Harmony between needs and environment**

The more harmony, the better adjustment criteria of good personality adjustment depend upon;

(i) The extent of harmony between an individual’s drives and motives. (ii) The extent to which an individual wishes as well as his motives are satisfied. (iii) The extent to which his desires, needs and behavior is governed by social norms.

**The Process of Adjustment**

Man differs from others on the basis of his intellect. Through his intelligence he is able to cope up with his needs as well as with his environment. This adjustment of man starts from motivation and as a result he gets inclined to activity. But every motive cannot be satisfied due to several internal as well as external barriers. Therefore, he tries in one way or the other and when his motives are satisfied he feels relieved.

Through this adjustment process an individual’s mental life attains satisfaction and the individual feels adjustable with his environmental situation. Adjustment is the processes by which the harmonious relationships can be attained. Adjustment takes the forms of variations of the environment and variations in the organism through the acquisition of responses appropriate to the situation. Adjustment may be personal or social. Social adjustment is a process of state resulting from that of physical socio-cultural or organizational changes in group specific behavior relations or a
specified culture. The meaning and purpose of such process depends upon an improvement in individual or group survival prospects and in the mode of attaining of significant goals and essential aims. The adjustment of students is harmonious and amicable with their relationships with educational and social environment by gratifying their needs and by achieving desired goals. The students may be poorly or highly adjusted in respect of adjustment such as home, health, family, social, emotional and educational. The psycho-social needs possessed by the students are determined by their sex, caste, socio-economic status, urban and rural living set ups, educational background and other socio-culture factors. The students with different social and cultural background have different personal problems. The process of adjustment is also influenced by several factors such as age, sex, socio-economic status, educational level etc.

The level of motivation and activation are associated with social and educational activities, psycho social needs and degree and Pattern of adjustment. The classroom environment type of school, urban and rural living set-ups, socio-cultural background, family environment and educational background also have affect upon the student’s adjustment and psycho-social needs.

(d) Assessment of Adjustment Problem

Psychologists have developed certain tests to study the adjusted behavior of the individuals. One of the oldest tests in Bell adjustment inventory consists of questions intended to evaluate the subjects’ status in respect of 5 areas -
1. Home - Satisfaction or dissatisfaction with home life.
2. Health - Extent of illness
4. Emotional adjustment - Extent of depression, emotional disturbance and nervousness
5. Educational adjustment - Vocational adjustment, satisfaction with study, work associated and conditions.

There are two forms of this inventory- one for the Students and another for adults. The items are of ‘Yes’, ‘No’ and ‘T’ type. This inventory is based upon content validity. It is useful in placing the individual relative to a group in respect to the specified area of behavior on a basis for future psychological interviewing so it is widely used and popular in the study of adjective behavior.

In India A.K.P. Sinha and R.P. Singh 1967, have designed an adjustment inventory in Hindi language for the Hindi knowing students with two forms. AICS (Adjustment Inventory for College Students) and AISS (Adjustment Inventory for school students).

The inventory deals to separate normal student from poorly adjusted. Students of all grades in respect to five areas of adjustment - Home, Health, Social, Emotional and Education, there are 102 items - Home - 16, Health - 15, Social - 19, Emotional - 31 and Educational- 21.

The split half reliability and test-retest reliability is as high as 90. The content related validity is .58. Percentile norms for males and females of all five areas have been established. Both the inventories - AICS and AISS are helpful for students who may need further psycho diagnostic investigation and therapeutic assistance, guidance and counseling.

In India out of some measures of Adjustment, one most
widely Used test is Adjustment Neuroticism Dimensional Inventory (ANDY) by Dr. R.N. Singh and Dr. Mahesh Bhargava (1983). This inventory contains 105 items in all with ‘Yes’ or ‘Uncertain’ or ‘No’ responses.


The dimensions of Adjustment Neuroticism Dimensional Inventory are described as below-

(1) Self-esteem - Self-inferiority

Self-esteem indicates a feeling of being happy with individual's own character and abilities. Whereas self-inferiority indicates self-un-satisfaction, insecurity, shyness, skeptical, hesitative, symptoms of an individual. He has a negative vision towards his future and remains depress all the time. In Behavioral Model it is called learned helplessness.

(2) Happiness - Depression

Happiness indicates that individual feels or shows pleasure, Pleased, satisfy. Whereas Depression indicates the depressive personality characterized by helplessness, hopelessness, worthlessness, and suicidal ideas.

(3) Calmness - Anxiety

Calmness indicates the mental state of being free from agitation, excitement or disturbance. It can most easily occur for the average person during a state of relaxation. Whereas anxiety
indicates the state of feeling nervous or worried that something bad is going to happen, acute, intense. Anxiety leads an individual to develop into an abnormal personality.

(4) Neutrality - Obsessiveness

Neutrality indicates the state or quality of being like real life and the style or quality of happening in a normal way that individual would expect. Whereas Obsessiveness indicates the life style in which individual thinks too much about one particular person or thing, in a way that is not normal.

(5) Independence - Dependence

Independence indicates self-dependent person. It is the freedom to organize individual’s own life, make his own decisions, etc. without needing help from other people. Whereas Dependence indicates the state of needing the help and support of somebody or something in order to survive or be successful.

(6) Feelings of being healthy - Hypochondrias is

Feelings of being healthy indicate that an individual thinks that he is healthy and fit. But there could be difference between healthy in reality and feeling of being healthy. In condition of feeling of being healthy an individual can tolerate un-healthiness or an able to overcome or recover from un-healthiness. Whereas Hypochondrias is indicates a state in which an individual worries all the time about their health and believes that they are ill or sick when there is nothing wrong with them.
Three elements of adjustment:
1. Motive. The very process of adjustment in the living being is set in motion by the presence within him of some motive or need or requirement.
2. Thwarting conditions. When the environment does not present any features that tend to become obstacles in the fulfillment of these needs, then the adjustment is natural, tactile and effortless and no problem results. But if circumstances create obstacles in the path of such fulfillment then the process of adjustment progresses further.
3. Varied responses. Once the fulfillment of a need has been obstructed, the individual indulges in various actions which are a reaction to the obstacle. Such a reaction can be normal just as much as it can be abnormal.

As a result of these reactions and responses, an individual achieves a degree of adjustment with the circumstances. The problem of adjustment is thereby solved.

Example of adjustment:

All these various component elements of adjustment can be well understood with the aid of a concrete example. A student is actuated by a strong desire to stand first in his class, and to do so by scoring very well. He works extremely hard but fails to achieve his objective because he has not the necessary mental equipment. Lack of the requisite intelligence forms an obstacle to the satisfaction of this motive, and hence, as a result, the student condescends to lower his aim somewhat by aiming at securing a second division. In order to accommodate this change of objective, the student changes his mode of study. A change of
response, a suitable modification of the objective, and the objective is achieved with satisfaction. The adjustment problem is also solved. Such a process of adjustment is an universal phenomenon, and is to seen at every level of life, at various times and under most conditions.

**Methods of adjustment:**

Every individual has certain definite needs and every individual lives in certain specific conditions. It is within these conditions that his needs are fulfilled. When the conditions are favorable no particular difficulty arises in such fulfillment, but for every individual this is not always possible. A condition that is not propitious for the fulfillment of some needs is not in the life of every individual and such circumstance and conditions always prove obstacles in the satisfactions of the need thus creating problems. Difficulties refer to the conditions that prove obstacles to the satisfaction of a person’s needs. As it is, one finds great individual differences in the manner of reading to these difficulties. But even then there are certain modes of reaction that can be seen in every pattern reaction behavior. These methods are roughly the following:

1. **Constructive adjustment:** One very general form of reaction to difficulties is the mode of constructive adjustment, and examples of this mode of behavior are to be seen everywhere in life. Students in educational institutions are constantly faced with situations that become obstacles to the achievements of their educational and vocational objectives praise and knowledge of self needs that are basic to them. Most students have recourse to constructive adjustments in hours of study or consulting
numerous books and teachers in order to overcome their academic obstacles. Similarly, when a trader is faced with some problem of his trade, he resorts to some constructive adjustment to solve that problem. If a person is in financial straits then the simplest constructive adjustment would be for him to exercise economy in his expenditure. In constructive adjustment, the main feature to be marked is that he offers a lot of facing to the situation rather than running away from, and of making efforts that solve the problem instead of merely postponing it.

2. Substitute adjustment: All individuals do not have the ready wit and wisdom to achieve constructive adjustment and thus retain their mental balance in the face of difficulties. A very large number of individuals have recourse to substitute adjustments when faced with difficult situations. This also is a common and usual method of reacting to difficulties. For example, in a large number of cases, when students fail to pass at an examination, then, instead of urging them to work harder, they take it upon themselves to blame the teachers in particular and the entire educational system in general and daydream themselves into success in future. Some students start avoiding school when they fail while other leaves home. The question that now arises is whether these reactions are adjective activities in the situation. A closer observation will reveal that even through such reactions, the individual is trying to satisfy needs that other individual have solved through constructive and positive adjustment activity. A student failing in an examination is usually defamed and this obstructs his social ambitions and motives. Tensions that are created through this obstruction he
tries to end by his activity of running away or transferring the blame on the teachers or by daydreaming of success. Thus, for this reason, these reactions to difficulties are called substitute reactions. Even though direct satisfaction is forthcoming from such activity, yet the unsatisfied motive is indirectly and momentarily pacified, and in this manner adjustment is improved through decrease in tension. It must be noticed that adjustment is not a question of successful results, but one of satisfaction of motives, irrespective of the methods that are adopted, by the normal, originating in disease and mental deficiency. It is often remarked that in weak and learn individuals, the motive of self-respect is suppressed and in order to overcome this repression, instead of resorting to some form of constructive adjustment, they walk with a swagger, thus saving their self-respect from injury and their mental balance from collapse. Here, it must be remarked that this should not be interpreted to mean that the satisfaction afforded to a motive by constructive adjustment is equal to the satisfaction caused by a substitute adjustment. The facts of the matter are other than this. Reactions of substitute adjustment usually win scorn and ridicule for the person practicing them, from other members of society and this life’s ignoble strife can save his desire for competition from being frustrated. Hence, it is evident that the substitute adjustment usually results only in more frustration and suppression. On the other hand, these modes of adjustment are also usually harmful for the individuals are seen trying to attract female attention through undesirable activity since they cannot win it in the normal course and this usually results in great inconvenience to other more reasonable members of society. One characteristic of proper and constructive adjustment
is that not only the individual but the entire society benefits from it, besides improving the individual's social relationships.

3. **Mental mechanisms**: Another mode of reacting to difficulties is that of mental mechanisms, main among them being projection, compensation, rationalization, etc. As a general rule, the consequence of these mechanisms is not good either for the individual or for society. Yet, in some degree or other all or some of those mechanisms are to be found in every individual, hence no individual can be declared abnormal on their account. It is only when one of them develops out of proportion that symptom of abnormality can be discovered. Normally, a tendency to overlook one's own fault and to blame others for one's failures is only naturally present in man, but if a person is observed doing this all the time and unduly regarding everyone else his enemy, then his conduct will undoubtedly be classed as abnormal. These mechanisms are also called the tolls of adjustment since their objective is the attainment of adjustment through various methods.

**Kinds of Adjective reactions:**

1. **Adjective reactions**: Adjective reactions, as is evident from the name are those reactions that achieve an adjustment between the individual and his circumstances. In this manner constructive adjustment reactions are included as adjective reactions. As a general rule the simplest method available to a person to satisfy his motive when conditions exist to frustrate them is to redouble his efforts to achieve his satisfaction and to do so with patience and persistence. When poverty besets the normal individual, he
does his best to overcome it by earning wealth, working hard and laboriously and normally he meets with reasonable success. His economic position improves and most of his motives arrive at a stage of satisfaction. On the other hand, there are other individuals who avoid a condition of stress and controlling emotions and motives in a manner that leads to reasonable adjustment and compromise with circumstances. Consequently, much of their existence is free from frustration. Hence the class of adjective reactions includes all actions and behavior that aim at the control and delimiting of this motive or the adjustment of circumstances so that some equilibrium between motives and the conditions of their satisfaction is attained. One very important feature of adjective reaction is that it benefits the individual organism as well as the community organisms, or at least is not harmful to such community.

2. **Partially adjective reactions:** All reactions aimed at facing obstacles so as to satisfy motive is not completely and entirely succeed full in achieving their objective. Some of them succeed only in attaining a partial adjustment. Simple examples of such partially successful adjective reactions are daydreaming as well as other forms of escape from troublesome situations. For example, a majority of poor individuals, instead of making constructive efforts to ameliorate their condition, indulge in making castles in the air, with the result that their weakness fails to pinch them as it would otherwise do. People of this kind are of a very optimistic bent of mind, and even though they never try they are never frustrated, constant in the hope that their day will turn, that every dog has his day, that some relative will leave them a legacy
or that they will win a pool. Some partial and temporary adjustment of a kind is definitely achieved by this escapist dreaming, but no individual can get complete Happiness through this kind of imaginative adjustment. Evidently, reactions of this kind do not achieve any considerable adjustment.

3. **Non-adjective reaction:** Non-adjective reactions as a class are activities that do not achieve any adjustment at all between the individual and his conditions. For instance, some people do not attend to some motive even when it is persistently and continually being frustrated, and they continue in activities that do not bring satisfaction for this motive. Consequently, from the standpoint of this particular motive, their activities can only be classed as non-adjective. Poverty, to take an of repeated example, is painful for everyone, but many scholars ignore its demands and pass their days in scholarly and academic pursuits. And these activities in the pursuit of knowledge and pendant try prove non-adjective reactions for all those motives that are frustrated because of the individual's financial poverty since he makes no effort to satisfy them. Sex instant is commonly repressed, and when this happens some people, instead of doing something to satisfy it, only choose to repress it all the more, but the efforts at repression and suppression are only non-adjective reactions, as they achieve no real adjustment at all.

4. **Maladjustive reactions:** These activities or reactions do succeed in achieving some adjustment, but as a type of adjustment that is of a wrong kind; it harms the individual organism as well as the community of organism. This class of reactions includes all kinds of adjective mechanisms or mental mechanisms. Frustration is to some extent avoided and postponed by the individual when he
succeed in convicting himself that someone else it to blame for his failure, but doing so only endangers his mental relationships and ultimately he and others come to harm. Besides, the person who finds satisfaction in the achievements of other individuals but identifying himself with them gives some appearance of being adjusted, but he neither himself progresses nor does he afford assistance to others in their progress and development. Individuals who choose to satisfy their desires and overcome their frustrations through daydreaming are not likely to succeed in practical affairs of life, and waste their time to no end. Excessive repression that takes place in individuals who cannot find other means of satisfying their motives and drives usually leads to the development of common errors of daily life, abnormal behavior and mental illness or even derangement. Consequent upon such a condition is much embarrassment for themselves as well as for others. Society glares at and vociferously criticizes people who have recourse to mal-adjective reactions and ultimately it causes them much pain and discomfort.

From the above description it is fairly evident that maladjustive reactions differ essentially from adjective and partially adjective reactions in this that while they do lead to some sort of adjustment, they also jeopardize the person's social relationships. Secondly, reactions of this kind are source of many forms of abnormal behavior and mental diseases. Consequently, people with such tendencies require expert treatment and advice.

15. TYPE OF ADJUSTMENT:

The area of adjustment is too large, psychologists like Leaner and kude (1964), Blair (1962) and Riana (1969) and so many
others have discussed the area of adjustment. As we have seen that adjustment is a continuous process beginning from life up to the end of life. The area of adjustment is very large. The major areas of adjustment are studied here under the types of adjustment.

15.1 Family Adjustment:

The family is the oldest social institution known to man. Although its specific structure has differed in different times and places, it has been in most cultures, the basic unit of social order. In our culture large family unit that included grandparents, parents, children and possible and aunt, uncle or causing, all together under one roof, has almost disappeared and the small family unit, consisting, as a minimum of husband and wife or parent and child has taken its place.

We may better understand how family relationship affect personal adjustment, and the satisfaction of psychological needs, consideration of the dynamics of family interaction is important families are constantly changing new members are born into them grow up and leave to establish careers and families of their own, old members pass away. All these changes affect to some degree, the adjustment of the other members.

The husband wife relationship, marital expectations and factors in marital success affected on family adjustment parent child relationship is important for family adjustment. Statistics indicates that the more children, there are in family the fewer are the chances of divorce. Parent - child relations consider two major patterns of interaction negative and positive negative patterns are (i) Rejection (ii) Over protection (iii) Over Indulgence
(iv) Authoritarianism (v) Ambivalence Monopolization.

The positive patterns of interaction are (I) Unqualified love (ii) Sensitivity (iii) Permissiveness (iv) Reasonable techniques of control.

It is inevitable for parents to make frequent mistake. But if they can manage to strike a balance between extremes of over protection and rejection, between excessive exercise of authority and often lack of guidance, between too much and too little attention, they will be giving their children a reasonable chance to develop satisfactory adjustment patterns.

15.2 Marital Adjustment:

Adjustments in marriage are necessary everyone has to adjust in their married life. Such adjustment bring unity and happiness, compromise and self sacrifice on the other hand unmarried people can hardly adjust themselves they feel loneliness and they feel that something is missing in the life. Married people are happier than unmarried people. this is the advantage of marriage and married life.

Marriage gives chance for the satisfaction of our needs, affection and sexual expression. Marital adjustments are an effort on the part of mates of satisfies each other’s needs by the process of give and take. Landis (1977) in his study of marital adjustments has used the term adjustment to “refer to the state of accommodation which is achieved in different areas. Where conflict may exist in marriage

Marital adjustment is the process of modifying, adapting or altering individual and couple patterns of behavior and interaction
to achieve maximum satisfaction in the relationship. In order to establish marital adjustments amongst the partners and within the selves, establishment of harmonious relationship is necessary adjustment in marriage is a constant process of interaction.

From the psychological point of view marriage is more or less permanent and culturally determined union between a man and a woman, for the purpose of attaining mutual happiness. In successful marriage life love, affection interest, faith and feelings are necessary.

15.3 Social Adjustment:

As the individual’s family responsibilities decrease and as their economic status improves, they are better able to engage in social activities than they were during adulthood. When family responsibilities and adjustments to work made an active social life difficult, many people, especially woman find that an active social life alleviates the loneliness they experience when their children are grown and have home of their own.

Middle aged people enjoy entertaining friends at dinners or parties, although much of the social life of middle age centers around gathering of members of the same sex. They tend to spend most of his time with his family, intimate friends and his children’s newly established families. Socio- economic status is a affected to social adjustment.

There are also sex different in social activities men have more friends and acquaintances, than women but women have a more affectionate and a closer relationship with their friends than man have man belong to more community organization but
women devote more time and effort to the activities of the organizations, women have more social contacts with family members and relations than with outsiders. Socially adjusted person is involving with family members as well as with society, friends, outside of family and work institution.

15.4 Financial Adjustment:

Money or economic status will have a profound influence on the financial adjustment. Today as a result of premarital experiences in the business world, many wives resent not having control of money, need to run home and they find it difficult to adjust to living on their husbands earnings after having been accustomed to spending their own money as they wish. Financial adjustment is very difficult where the wife resign the job for any reason. It is important for marital adjustment.

Financial adjustment is related to the vocation,, family's financial situation poses to good marital adjustment. If wife is working the financial support give the security, and confidence. Socio-economic standard changed and living style developed.

16. FAMILY:

All the conditions that influence personality development, relationships between the individual and the members of his family unquestionably rank first. By contrast with the home, the school is indeed secondary.

The home is the person's primary environment from the time he is born until the day he dies. While it may change over the years, owing to relocation marriage, divorce, death and birth of
new members, the family unit and the pattern of living that meets the needs of its members remain relatively constant.

Most people think of the home influence as melted to the childhood years. They regard parents and siblings as the only family members who exercise a cardinal influence. These beliefs have been totally disproved. There is ample evidence that family influences are ruling determinants of what the person’s concept of self will be in adult life as well as in childhood and that spouses and offspring’s exert as strong an influence as parents and siblings in the early years of life.

- Why family influences predominate:

Scientific studies of the family in a wide variety of cultures have revealed why it has such impact on the developing concept of self in childhood and why this impact purists relatively unchanged throughout the life span. Of the many reasons reported are:

- Time spent in the home:

Family influence of personality is greatest when the major part of one’s time is spent in the home and with members of the family. The amount of time you spend with a person is one of the chief determinants of how significant that person is one of the chief determinants of how significant that person will be in your life and how much influence his attitudes, values and behavior will have on your behavior and on your attitude toward self.

At certain times in life a person normally spends more time in the home and with members of the family than at others. These
predictable times are during the preschool years, before the child's environment has broadened to include much more than his immediate neighborhood and again in old age, when the personretires and spends more time at home than in the community setting. It is recognized that during the adult years women, even married working women, spend much more time in the home than men.

- Control over behavior:

Family members exert more control over a person’s behavior than any other person or group of persons. In childhood, teachers baby sitters in the west and grandparents are only surrogate parents who act temporarily in loco parentages within a family group even when it is considered equalitarian husband and wife have control than do children, and in some areas of family life, the wife has more control than the husband and vice versa. Wives usually control child training, for example, while husbands control money matters.

The prestige associated with a position of authority facilities the influence the person in the position has over the behavior of another person. Even more important, however, is the permanency of the control. A teacher for example, is control of the child’s behavior for only a few hours a day five days a week during the school year. This contrasts with parental control, which extends from year to year during the first 18 to 21 years of the person’s life.

- Emotionally toned relationships:
While a child or adolescent may have a strong emotional attachment to a teacher or a friend or a sweet heart, this attachment rarely has the permanency that family relationships have. As long as it lasts, it may exert a strong influence on the person’s concept of self but when it ends, its influence declines rapidly.

- **Early social experiences:**

  At the time when the foundations of the personality pattern are being laid, the child’s primary social experiences take place in the home. “It is from these early experiences that the child acquires his attitudes, values and patterns of social behavior.

- **Security of environment:**

  Home is the place the child comes back to with his experiences. It is the lair to which the retreats to lick his wounds the stage to which the returns to parade the glory of his achievements the refuge he finds in which to brood over his ill treatment real or fancied. Home in other words, is the place to which one brings the very day run of social experience, to sift, to evaluate to appraise, to understand or to twisted, to fester to be magnified, or ignored, as the case may be.

- **Size of family:**

  The kind of family a person grows up in or lives in as an adult is influenced by its size and composition in terms of the people who live under the same roof and are interrelated in their patterns of living. The size of the family influences the personality pattern both directly and indirectly.
Directly, it determines what role the person will play in the family constellation, what kind of relationship he will have with other family members and to a large extent, what opportunities he will have to make the most of his native abilities. Indirectly, family size influences the personality pattern through the kind of home climate fostered by families of different sizes and by the attitudes of the most significant members of the family towards the person.

According to popular belief, the large the family the more frictional it will be. This has been explained mathematically by Brossard and Boll (1966).

16.1. Broken Family:

When the relations between the husband and wife deteriorate, the family is broken family. This is because the relations between no two members retina their original harmony and goodness. A broken family is one in which the family relations have been severed. Family does not mean the living together of some individuals but rather the intimate and profound relations that exist between them,. In the absence of this intimacy the family is disbanded and in the broken family juvenile delinquents are reared and brought up. According to some specialists, the broken family tends to create the criminal tendency in the female children more than it does in the male child. In 1947 in Mumbai there were 38 boys and 169 girls under the child care society of these two boys and two girls had their parents in jail serving sentence for some or other crime while 2 boys and 5 girls were victims of harsh behavior and 6 boys and 9 girls were victimized by immoral deeds. In the broken family the relation between the
husband wife, parent child and brother sister do not remain healthy. Hence it is natural for boys and girls to tread the path of crime and degradation.

From the foregoing description of the parent - child relationship and the effect of various family conditions on the personality of the child it is evident that they are very important. In fact it is these elements that are responsible for the development of the main characteristics of the individual’s personality.

The personality of the child is susceptible to the influence not only of the relationship between itself and its parents but also by the personality of his brothers and sisters. This influence seems to be more pronounced in the case of girls because they are not quite as exposed to external influences as the boys are. If the older children in the family indulge in criminal activity the younger ones are very likely to follow suit or at least to be profoundly influenced. If the elder sister is a criminal or indulges in immoral acts, the younger sister will also imitate her at least, she is likely to do so. The individual is socialized in the family. If the child finds other children in the family who are not much older or younger than him then he finds a good opportunity for socialization. If there is only one child in the family then his development is to same extent adversely affected. But this deficiency can be compensated if the parents play with children.

The financial condition of the family also influences the development of the child’s personality. If the financial condition is good and the parents can adequately satisfy the needs of the children then the children do not develop the sense of inferiority
and do not turn to crime. But if the financial condition of the family is extremely bad, then the personality of the child suffers. If the income of the family is low, the children also have to work and their education is thus left incomplete. The child’s personality does not react very appreciably to the conditions of work. Many of the desires of the poor children are unfulfilled. In order to satisfy these they turn to criminal activity. Poverty leads to a sense of dissatisfaction and inferiority. But this does not warrant the conclusion that the poverty of the family will inevitably have a harmful effect upon the child’s personality. Sometimes the children, both male and female become delinquent even though and sometimes because, the financial condition of the family is very good. On the other hand, the children of the poor learn the lesson of self-reliance from the very start.

16.2 One Child families:

The two common stereotypes of the only child depict him in such an unfavorable light as to imply that he could not to be a success in life or to be happy. According to the first, he is a “Spoiled brat”, selfish, egocentric and antisocial. In the second, he belongs to that category of people known as “Mice” - sensitive, withdrawn, dependent on others and generally unsocial. ‘While the ‘mouse’ may not be as unsuccessful in adjusting to people as the ‘Spoiled brat’, he tends to ‘hide’ his light under a bushel’ and to become a loner. As a result, his chances of being happy and well adjusted are slight.

The unfavorable traditional belief about only children were corroborated by early scientific studies. G. Stanley Hall wrote in 1907. “Being an only child is a disease in itself. The only child is
greatly handicapped. He cannot be expected to go through life with the same capacity for adjustment that the child reared in the family with other children has”.

Like the favorable personality characteristic the only child develops his, unfavorable characteristics are a product of the home environment.

Many only children are lonely in the sense that they lack companionship with their peers and the opportunity to play with other children. They are over exposed to adults and underexposed to children underexposure to peers encourages them to feel cheated of what their peers have, with the result that they become envious and jealous of those who have siblings.

The only child is at a decide disadvantage with children who are growing up in the rough and tumble atmosphere of large families. And so he prefers to be with older people whom he knows how to manipulate. He can ingratiate himself with adults, but his tactics don’t work with children.

The only child is the apple of parents as well as his grandparents’ eye. Not only is he given what he wants but he is subjected to a less rigid discipline than is essential in a home with several children. This encourages him to be selfish and self centered personality characteristics that militate against good social adjustments outside the home.

An adult oriented child becomes a dependent person, both physically and emotionally. He tends to lack self-confidence in his abilities because he is constantly measuring himself against adults instead of against his peers. As the comparison is rarely in his favor, he is likely to develop feeling of inadequacy.

If the only child lives up to the parents expectations, they
feel that they have done a good job and this is ego-inflating. When parental expectations are unrealistically high or when parents put excessive pressure on the only child to live up to reasonable expectations, the child may revolt and show little appreciation for what they have done. He may even go out of his way to defy parental as well as all adult authority.

The mother’s personality is more strongly affected by having an only child than the fathers. The mother claims more credit when the child is a success than does the father, and she feels more acutely that she has been a failure when the child does not live up to expectations. In addition, as the mothers role comes to an end sooner when the only child grows up and leaves home than is true of mothers of several children, the mother of the only child suffers more from role deprivation and this a deleterious effect on her personality.

16.3 Small Families:

A “small family” is one that has two or three children. Most small families are “planned” families in so far as the number of children, the timing of the arrival of the first child, and the spacing of subsequent children are concerned. Since the children are wanted, the parent-child relationship is usually warm and wholesome. This contributes to a healthy home climate. In a small family, democratic control usually prevails, permitting each family member to develop his own interests and talents and thus encouraging creativity and individuality.

Most small families are economically secure enough to give all children opportunities to prepare themselves for adult life. However, as few parents can provide advantages for their
children without personal sacrifice, parents of small families tend to put great pressure on their children and accuse them of not being appreciative if they fail to live up to parental expectations. Children develop strong feeling of anxiety, and their achievements are not as ego satisfying as they might otherwise.

In a small family, parents can devote enough time to the care and guidance of each child to ensure that failures will be kept to a minimum. This builds up self confidence and self assurance and eliminates the feelings of inadequacy that come when a child is left to meet his problem alone unlike the only child, every child in a small Family can count on having someone to be with whose interests are similar to his. And even though his relationships with his siblings may be frictional, he learns to complete as well as to co-operate with age mates. This helps him to adjust to social situations outside the home and leads to a self-confidence which the only child lacks.

In spite of the many conditions that favor the development of desirable personality characteristics in the small family, “the child must pay the price for this in the form of problem creating circumstances. “Perhaps the child of these is the competition for parental attention, affection and approval. This leads to jealousy and envy especially against the first, who is usually perceived to be the parents favorite. a home environment that encourages jealousies and envies is damaging to the self-concept of all its members.

If children in a small family are spaced several years apart, parents are able to give each child enough attentions and help to encourage him to be dependent not as the only child, the child from a small family tends to be dependent enough to show the
unmistakable signs of an overprotective upbringing. This combined with the jealousies and animosities apparently endemic to small families, encourages a feeling of personal in adequacy to meet problems alone. It also results in poor frustration tolerance, because the child becomes accustomed to having his parents meet and solve his problems for him.

In spite of the unfavorable traits customarily develop in children, who grow up in a small family, the favorable outweigh the unfavorable more them they do in the case of the only child.

As a result the personality pattern molded by a small family environment will, typically, favor better personal and social adjustments.

The home climate of the small family may not be as pleasant for parents and other relatives as that of a one-child family. But there are compensations. Parents experience greater feeling of usefulness and a greater challenge to try to understand each child, to help him develop his individual abilities, and to see that each feels loved and enacted so that none will be psychologically damaged by suspicious of parental favoritism.

The feeling of being useful to her family is a ego satisfying to the mothers as the feeling of being able to provide several children with opportunities to develop their and abilities is to the father. For both parents, having several children who measure up to their expectations is more ego satisfying than having just one do so. Furthermore, the chances of having one child measure up to parental expectations is greater in the small family than in one-child family where all depends on one child.
16.4 Large Family:

Families with six or more children are considered “Large” Family. They tend to be more common in the lower than in the middle and upper socioeconomic groups. Thus, some of the unfavorable personality effects reported to be associated with large families may be due to socioeconomic factors, not to family size per se. Furthermore, as having a large number of children if often unplanned for and unwanted parental attitudes tend to be less favorable in large than in smaller families. This influences the home climate, and through it; indirectly, the personality pattern of every family member.

In a large family parents have to little time to overprotect or indulge any child. Child therefore learn to be independent and mature in their behavior at an earlier age than in smaller families. If all the work entailed in bringing up a large family never has to be lonely. and with a number of siblings to choose from, he can usually find at least one who is congenial and companionable. As a result, he learns to be social and to enjoy social activities.

The large family does however, encourage certain personality characteristic that hamper good personal and social adjustments. To keeps the home climate reasonably calm and harmonious, parents must usually assume authoritarian control. Typically this kind of control reaps a harvest of resentment and rebellion. An accompaniment of authoritarian control is regimentation of the children, which stifles individuality, and the assignment of roles that lead to rebellion if the children do not like them.

Often older siblings, especially the older daughters, are expected to assume the role of surrogate mother. This the girls
resent because it deprives them of opportunities to participate in social activities with their friends. The resentment is damaging to their personalities as well as to the personalities of younger siblings, whom they often treat with less consideration more impatience and less affection than the youngsters receive from the mother. The younger siblings feel rejected and experience all the damaging personality effects that the rejection gives rise to.

Unless the family income is high, children who grow up in a large family are of necessity deprived of many of the material possessions and social and educational advantages their peers have. This gives rise to jealousies and envies which often foster the development of a martyr complex. Parents may, through severe personal privation, provide the children with the opportunities that their peers have. But if the children do not take full advantage of these opportunities or show adequate appreciation, their parents are likely to make them feel guilty and ashamed.

Lack of adequate supervision and guidance, especially when the mother must work to help meet family needs, leads to undisciplined behavior in school, antisocial behavior outside of school and personality Maladjustment. The problem is greater for children from large families than for those from smaller families. Consequently, children who grow up in large families tend to make poorer personal and social adjustments.

How having a large number of children affects the personalities of parents depends largely upon how they feel about the size of the family whether they wanted a large family and planned for it. In general, the personality effects are likely to be unfavorable. Both parents feel that over worker and deprived of
the material possessions and opportunities for recreation that their friends with smaller families enjoy, while they may not feel martyred, they often envy friends who have fewer home duties and responsibilities.

Many men whose vocational success falls below their aspirations blame the family for their lack of success. They maintain that they are overworked at home and so cannot do as well on their job as they otherwise could. They often claim that they cannot afford to shift to new jobs that might offer greater long run opportunities because their primary concern must be job security, even if that means lower pay.

Living under a constant threat of economic insecurity makes parents anxious and fearful. Under each condition, it is difficult to be relaxed and happy or to create a healthy, rewarding home climate. Consequently, the problems that are normal in a large family are intensified and the emotional strain becomes overwhelming. When economic conditions make it necessary for the mother of a large family to work outside the home, her physical and emotional strength are likely to be overtaxed to the point where her frustration tolerance the breaking point.

Taking into account the problems of retrospective contamination and difficulty in recalling remote stress events, Sam Batlivala administered the Holmes and Rahe’s Life Events Scale to a mixed group of 330 senior executives in order to ascertain the typical role stresses faced by the Indian executive. The executives were required in tick off the stressful events that they had faced during the last 12 months. The scale measures the severity of adjustment a stress demands on a scale ranging from 0 to 100, a score of 150 points or below denotes 33 per cent
chance of serious health change, 300 points and above denote 50490 per cent chance of an illness. In this group, 70 executives had a score of over 300 points which indicates that 21.2 per cent of them had between 80-90 per cent chance of a serious illness, 30.3 per cent had 50 per cent chance of a serious change in health and 42.4 per cent had 33 per cent chance of a serious health change.

The most common event producing stress was ‘pressure to work harder’. The next common stressful event was Dewily/Pongal/Onam/Christmas, i.e., major festivals. The most commonly felt stressor was ‘change in health of family member’, and ‘change in responsibility at work’. Arguing with spouse’ was the other commonly experienced stressor.

Interestingly, ‘vacation’ was also experienced as a stressful event. The other role stresses experienced by the executives, in order of priority, are listed here:

1. Loudspeakers in the neighborhood blaring loudly, change in social activities.
2. Wife constantly comparing with neighbors.
3. Son or daughter faring poorly in school/college.
4. Change in sleeping habits.
5. Change in family reunions/get to gathers.
6. Death of a close family member.
8. New positions.
9. Mergers.
10. Change in financial state. A
11. Change to different line of work.
12. Trouble with in-laws.
13. Change in residence.
15. Change in eating habits.
16. Outstanding personal achievement.
17. Change in living conditions.
18. Change in recreation.
19. Personal injury or illness.
20. Revision of personal habits.
21. Change in work hours or conditions.
22. Arranging admission to school for children.
23. Marriage.
25. Trouble with boss.
27. Pregnancy.
28. Sex difficulties.
29. Transfer to another state.
30. Mortgage for over Rs. 10,000.
31. Son or daughter leaving home.
32. Trouble with principal/teacher.
33. Change in religious activities.
34. Mortgage or loan less than Rs. 10,000.
35. Death of spouse.
36. Divorce.
37. Marital reconciliation.
38. Gain of new family member.
39. Foreclosure of mortgage or loan.
40. Wife begins or drops work.
41. Begin or end school.
42. Change in schools.
43. Minor violation of the law.

**Darfur’s Modified Version of Life Events Scale**

Daftuar (1992) attempted to modify the scoring system of Life Events Scale (Holmes and Rahe, 1967) and to obtain a measurement scale which can assess the impact of life event stresses occurring over an extended period of time. The present scoring system of Holmes and Rahe’s scale measures stress levels caused by life events occurring within the past six months only. This appeared unsatisfactory to the author because it was unrealistic to assume that stress effects cease to exist if the events were more than six months old. So, additional points were assigned to events occurring at different points of time (past six months, between 6 and 18 months, and between 18 and 30 months) with a view to developing a scoring system which takes into account longer gaps of time between the occurrence of the event and the time of stress management.

The revised version of the scale called Modified Version of Life Events Scale (MLES) consists of 42 items. It begins with one of the most disastrous events which might occur with any person and proceeds to one of the most joyous events. Corresponding to each event, there are three scores given which determine the stress score during that particular time period. The validity of the scale was tested by determining the relationship between scores obtained on MLES and the Occupational Stress Index (A.K. Srivastava and A. P. Singh, 1981) and the Organizational
Effectiveness Scale (Daftuar, 1984).

**Variance in Life Stress:**
Shejwal (1984b) conducted a two-fold study to establish (a) the stressfulness of life events, and (b) to test some of its personality correlates. While pondering on the stressfulness of life events, Shejwal observed that though it is generally accepted that life events are stressful, yet in reality they are not equally stressful to everyone. Along the same line of thought, he felt the need to understand the variables that may differentiate a highly stressful experience from a less stressful one. Further, reaction to stressful stimuli is determined by the individual's perception and appraisal of the situation which as Shejwal opined is influenced by the individual's personality make-up.

In the light of this study, an attempt was made to find out the Life Change Unit (LCU) for major life events in the Indian population. This study was based on Holmes and Rahe's approach to measurement of life stress. A list of 49 life events was presented to 402 subjects in Poona city (between 18 to 60 years of age) and they were asked to rate all the life events for the degree of readjustment compared to an event like marriage which was the anchor point with 500 units. The attempt was to examine the relationship and differences, if any, in terms of sex, age, marital status, education, occupation and religion.

Study-II dealt with the perception and experience of life events. Personality variables like locus of control, repression - sensitization, and anxiety were studied to assess their role in the perception and experience of stressfulness of life events. This study examined 150 middle-class Hindu adults of Poona city who
were selected on the basis of their socioeconomic status (SES) and experienced life events. A battery of five psychometric tools such as Roster’s Internal-External (I-E) Scale, Prasad’s Health and Opinion Survey and Sinha’s Anxiety Scale were administered to collect the relevant information. Three approaches, namely (a) the total LCUs of positive and negative events, (b) the LCUs of negative events, and (c) self-ratings of stressfulness of experienced negative events, were used to measure life stress. It was intended to compare the high and low stress groups on locus of control, repression-sensitization, and und anxiety.

The findings of Study-I revealed a high consensus in the mean ratings and rankings of life events of different subgroups—male, female, age below 25 years, 25 years and above, students/non-students, and Hindu/non-Hindu. The correlations ranged from 0.93 to 0.97. The average LCUs for each event were calculated and events were ordered accordingly. For example, death of spouse required LCUs of 82, the highest in the list, whereas change in temple activities required the least LCUs, i.e., 21. These findings were compared with those of the American study and a high degree of similarity in the mean ratings and rankings was observed. The correlation was 0.91, which was calculated on the basis of the events common to both the studies.

The findings of Study-II may be summarized as follows: (a) The high stress group was found to have internal control whereas the low stress group was found to have external control; (b) the high stress group showed higher sensitization tendency whereas the low stress group showed repression tendency. This was significantly so when the LCUs of negative experiences were
taken into account; (c) the high stress group showed higher trait anxiety whereas the low stress group reported low trait anxiety. This was significantly so when the LCUA of negative experiences were taken into account; (d) different modes of scoring led to differences in results. However, the results were statistically significant only when the total LCUs of negative events were used. This mode of scoring gave theoretically congruent results.

S. N. Debye (1993) carried out a study to examine the predisposing factors of drug addiction among 25 male narcotic addicts (aged 20-30 years). Subjects’ scores on the Social, Readjustment Rating Scale, the Hassles and Uplifts Scale, the Social Support Scale, and open ended questionnaire were compared with those of 25 control non-addicts matched on age, sex, SES, and place of residence. Findings revealed that addicted subjects scored significantly higher on life stress events and hassles and lower on uplifts and social support.