Chapter – I

Introduction and Review of Literature
INTRODUCTION AND REVIEW OF LITERATURE

1.1 Self Concept

Every individual irrespective of socially and culturally endowed beliefs lives with others as an integral member of that group or society often tries consciously or unconsciously to identify his/her "self" because it gradually develops and changes as a result of a multiplicity of factors which a person experiences during a process of all-round growth and development from the period of infancy till attaining maturity and it remains to continue with the life of the person despite his/her social, religious, cultural and ethnic diversity.

A person's identity lies in his sense of 'self' because the self is something for him of which he is immediately aware. The meaning of 'self' as described in psychology refers to "an individual regarded as conscious of his own continuing identity and of his relation to the environment". Literature reviewed that philosophers, social thinkers including psychologists and sociologist endeavored to present an explicit explanation of the concept of 'self' which was a popular topic of study especially when introspection philosophical analysis and dominated the field of psychology. From this explanation it becomes clear that the philosophers attempted to describe the concept of "self" through looking within or introspection.

The study of self became an important topic of discussion so it attracted the attention of psychologists, sociologists and educationists because of its greater relevance in these fields, they
were more inclined to know about the behaviour of a person that depends upon his personal competences, achievements and self-concept. Every individual strives to enhance his “self” with the process of gaining maturation and overall development. Perhaps, William James (1890) was first Psychologist who attempted to study “self” as an area of investigation, which is evident from the research literature that it occupied a central place in his writings. He gave two-contrast explanation of self viz; the self as an actor or subject and the ‘self” as an object of one’s knowledge. Cooley (1902) an eminent scholar gave explanation of “self” in the context of others. He emphasized the role of others is analogous to social mirror. He pointed out that the social self to be called as the reflected or looking glass self. Here, it becomes imperative to mention that the study of self was the concern of the introspectionist but it opened new avenues of research in Psychology. It will not be out of place to mention that from the humanistic point of view the person’s sense of self is much more important because the development of self largely depends upon the social interactions with others. Early researches like Mead (1952) and Baldwin (1897) described that the real self as Bipolar and they viewed the self as one pole with the other person, and ‘the other as the opposite pole’. Their explanations regarding real self emphasizes that what a person actually is and it also includes that what he is aware of and also not aware of, it means the real self is a perceived self that also include the unconscious self.

A revolution came in the realm of Psychology when a school of thought emerged with greater emphasis on objectivity and imperialism dominated over the philosophical and subjective explanations of various phenomena of psychology were based on
subjective and philosophical views went into the background which we may call that the psychologist switched over from subjectivity to more objectivity.

The behaviourist approach emerged as objective and based on scientific methodology attempted to provide various explanations of self. Here it needs to emphasize that the self is the nucleus of personality, which found important place in research literature much earlier and gained greater momentum in 1937 with the study of Allport. Before him various approaches to explain the term self was given by social scientists and philosophers by emphasizing their point of view regarding the concept of self.

Asthana (1988) an Indian psychologist pointed out that the interest in the area of the study of “self” was almost on the wane but the attention paid by the psychologist in recent times made this topic popular by realizing the significance of the study of “self” a means of understanding and predicting human behaviour. The important viewpoint as hold by eminent psychologist with regard to the concept of “self” are as under. As emphasized by Carl Rogers (1951) that the self is an important factor in the formation of one’s personality and as determinants of individuals behaviour. According to him the self is “An organized configuration of perceptions of the self which are admissible to awareness. It is composed of such elements as perceptions of one’s characteristics and abilities, the percepts and concepts of self in relation to others and to the environment, the value qualities which are perceived as associated with experiences and objects, and the goals and the ideals which are perceived as having positive or negative valence”.

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William James (1890) emphasized self as a core of the personality that provides its unity is the “self”. According to him a person’s self is the sum total of all that he can call “His”. The concept of social self as viewed by him recognizes that people feeling about themselves arise out of interaction with others. As pointed out by him a man has as many social selves as there are individuals who recognize him.

Cooley’s (1902) explanation of self was given in the context of others. He argued that the role of others is analogous to social mirror. He was of the view that the social self may be equated to the reflected image or looking glass self. Lewin (1935) stated that the self is central and relatively permanent organization that gives consistency to an individual’s entire personality.

Allport (1961) stated that the self is something which we are immediately aware of and we think of it as the warm, central private region of our life and it plays a significant part in our consciousness and in our personality therefore, it is considered to be a kind of core in our being.

Snygg. D. et al. (1969) conceived of self to the center of the system to percepts that they called the phenomenal environment which means the environment that is perceived as being related or somehow involved the self. Hall and Lindzy (1957) pointed out that the self has two distinct meaning i.e.

i.) Self as object

ii.) Self-as -process
He defined self as an object in terms of the aggregate of attitude, judgments and values which an individuals holds with respect to his behaviour and ability, his body his worth as a person. In brief it may be said that how a person perceives and evaluate himself. The self as a process was defined by him in terms of psychological activities such as thinking, perceiving and coping with the environment.

In research literature it was observed different explanatory characteristics of self as dimensions of self, aspect of self, constituent of self as conscious and unconscious of self have been used by the theorist and researchers for example Smith (1961) talks of the ideal, perceived and real self. James (1950) describes the constituents of self and also mentioned in his description the material self, the social self, the spiritual self, and the pure ego. referring the view points of these researchers there can be at least 4 important aspects of self.

**Perceived Self:** It refers to an individual’s concept of regarding the kind of person he/she is. As stated by Smith, 1961; that perceived self is the way of a person to perceive and describe one’s self or what he may think about one’s self. Strang (1957) defined perceived self in terms of an individual’s perception about his abilities, status and roles in the outer world.

**Real Self:** It refers to one’s nature with all its potentialities. Real Self refers to what one actually is? A person is aware of some of the aspects of the self but he is also unaware of other aspects of his own self. The real self is concerned with what a person is aware of and also it includes what he is not aware of. It is perceived self plus the unconscious self.
The Social Self: It refers to the person’s thinking that how others see it. The social self is be fitting in James explanations that man’s social self is the recognition, which he gets from his mates.

Ideal Self: It refers to organized conceptual patterns of characteristics and emotional status which an individual’s consciously holds desirable / undesirable for himself. The ideal self is related to the image of a person, which he has of the kind of person he would like to be.

Strang (1957) stated that the ideal self may be viewed as what a person hopes to be. The assumption is that the person is able to order the self-perception along a continuum of value regarding “what I like to be” “What I would at least like to be” The others selves such as transitory self and spiritual self are also found in research literature of psychology.

An eminent philosophers Royce (1855-1916) was of the view that the human self is not an actual experience nor a thing nor a substance but “a meaning embeded in conscious life”. Referring to his explanation the meaning, purpose or life plan of every finite self is fragmentary and only partial expressions of divine will or plan, therefore every self is different from other, when these selves are combined constitute the unity of absolute self without losing their individuality, freedom and moral responsibility, So, it should be made clear that individuality of self does not mean that it is independent of other selves in contrast it may be stated that there is close link between the inter communication and interdependence of all selves Jaspers (19th Century) maintained that the self does not exist in the form of transcendental reality that constitute a separate world different from the world of our experience. According to him
there are no two worlds but only one. He emphasized that the self is not something from which the ‘will’ issues it means the ‘Will’ itself is creative and it itself creates the ‘self’ which is conscious. If we take away the ‘Will’ from consciousness in which it exists then the ‘Will’ ceases to be the will. Existence constitutes the depth of consciousness that glimmers through consciousness and it cannot be outside of one’s consciousness.

Another philosopher Mary Whilton (1863-1930) emphasized “self” as complex and unique. According to Hocking (19th Century) the self is not an empty mind or a dreaming spirit. The self of a person develops through activities. It needs something to think in order to know its own mind. It also needs something to do in order to qualify as well. From his explanation it becomes clear that to an extent the “self” shapes its own destiny and carves its career. In fact Psychology is the offshoot of Philosophy when some thinkers did not agree with the philosophical explanations of various phenomenon concerning man and is outer world, they gave much emphasis on the significance of the study of man. It is evident from the history of mankind that human being right from the beginning of their existence on earth tried to understand and interpret their nature on their own and gave meaningful interpretation of their feelings and actions. The philosophers were confined to the inner world of man but when their interest increased in knowing the world outside then his attention also centered around himself; it is observed from the earlier writing that there were certain speculations about the mind or soul, but it is difficult to pinpoint when became conscious of his ‘self’. To make this concept of one’s self clear, one can cite the death, which is certain, and everyone will be and had been the victim of this fact and all living creatures
including man should have to face death is the universal reality. Citing this example it can be said that this is the first factor that this made mind to be more conscious of himself. When a person dies everything is intact but the entire body is motionless, the spirit that kept the body into action has departed from the body so that the man is declared dead and no hope of revival. Now the question comes to everyone's mind that where the ‘soul’ has gone or what was the force which is now no more in the body of a dead man and where has it gone, this type of events gradually changed the thinking of man to know about himself which is purely a subjective matter, it can also be said that in earliest times man tried to acquire about himself but due to their limited intellectual capacity they were not mature enough to make distinction between the physical and psychical and also between mind and matter, the happenings of supernatural events impelled human being to think critically and rationally about the outer world besides the inner self. Man became interested to know his inner self. The interest of man increased from the act of sophists who for the first time diverted the attention of man from the outer to inner self.

Freud (1949) equated ‘self’ with ego, it means the self and ego, was considered as synonyms. He also emphasized that the self-concept emerges from the interplay of biological and instinctual urges of the Id. and modify by the influences of the cultural and parental structures that form the Super Ego.

Jung (1959) was of the view that the self can be equivalent to psyche or total personality. He stated that the “self” is a center of personality around which all the systems are constellated. It holds
the systems together and provides the personality with unity, equilibrium and stability.

Adler (1935) gave the concept of 'creative self' and this self is sovereign in personality structure and gives meaning to life. This self creates the goals as well as means to reach the goal and it has active relevance with the principle of life, which he called as life style that refers to as manner to cope with the life problems.

Horney (1950) describe 'self' in terms of real self or actual self she emphasized that it acts as a directing force in human life, through which man realizes about what really he is and hopes to achieve a full realization of its potentialities and to reach the optimum level of development.

Sullivan (1953) stated that the self-concept is the individual beliefs of its own personality, which he has acquired from other people and from his parents, friends and siblings.

Maslow (1954) used the term 'self' in the sense of self-actualization i.e. striving towards actualization of its potential which is the basic quality of human being. Maslow in his explanations focussed on quality of feelings and experiences that distinguishes self-actualizing and functioning of people.

Erikson (1950) viewed that the self can be explained in terms of its various stages of development that passes through early childhood to very later stage in life of the person till his faculties are functioning.

Kelley (1955) stated that the 'self' is unique to each individual which is consist of an organization of usual experiences over a whole
lifetime, within the person that never arrived in world, but the self of the person is fully functioning.

Jersild (1963) pointed out that the self-concept is composite of a person's thoughts and feeling strivings and hopes fears and fantasies, his view of what he is what he has been, what he might becomes and the person's attitude relating to his worth. According to him the self-concept is the cognitive affective map of an individual which help in understanding himself especially during the period of crisis and choices.

Snygg et al. (1959) described 'self' in terms of "phenomenal self" According to them, this self has two meaning

Firstly – "self as a doer" of behaviour.

Secondly – "self as object". It is the person's concept and attitude about himself.

Pikanas (1961) defined self in term of a group of perceptions evaluations and other possessions that refers to a person's own sense of personal identity. The self-object is the person's perceptions feelings and attitudes as they refer to himself.

Coleman (1960) stated that the self has two facts i.e. self as an object and self as a process. The self as an object refers to the person's self image, self-identity, self-evaluation and self-idea. The self as a process is the knower, doer and striver.

Cattell (1956) pointed out that the self is the sentiment and the attitudes that tend to reflect the self-sentiments in greater or lesser degree and it is concerned with the expression of the most of the urges or sentiments in greater or lesser degree. He described
self-concept as the keystone of personality and its importance stems from its influence over quality of person's behaviour and its method of adjustment of life situations.

According to Raimy (1943) self-concept is more or less organized perceptual object resulting from the present and past self-observation which a person believes about himself. He emphasized that the self-concept is like a map which each person consults in order to understand about himself particularly during the moment of crisis or choices.

Byrne (1966) defined self-concept in terms of the totality of attitude, judgment and values of individual relating to his behaviour, abilities and qualities. Sherry and Verma (1979) stated the self-concept in terms of those perceptions, beliefs, attitudes and feelings which an individual views as part or characteristics of himself. From the mentioned above explanations it emerges that the self-concept has been used in different sense by different theorist. It is now clear that the self has been conceived as a group of psychological process that serve as a determinant of behaviour. It appears from the review of literature that self is a significant part of the personality, it begins as a result of social interaction of the individual.

Piaget (1969) pointed out that the awareness of self comes through the gradual process of adaptation to the environment. It begins when the individual becomes aware of being a safe entity. An individual may differentiate those events that emanate from or involving one's self from those that are not related to self. The self then becomes an object of one's knowing like other environmental events which can be the objects of one's own knowledge.
explanation of 'self' will become much clear if we relate it with the explanation of John Locke (1632-1704), a British empiricist, in his writing concerning human understanding. He compared infants mind to 'tabula rasa' which means at birth the mind of a child is like a 'clear slate' upon which the experience writes.

Ames L.B. (1952) was of the view that sometimes during first year of life, a child discovers himself and finds a place in and it may be a part from the outside world. When the child reaches at the adolescent stage, he has already form some precise image that what his culture expects from him as an adult. The most significant problems for an adolescent then is to conduct his life in such a way that he has to feel he is achieving the ideal image of himself.

As described by Cooper Smith (1959). The self concept is a measure of evaluation which an individual makes and customarily maintain with regards to himself. The person expresses an attitude of approval and disapproval indicating that to what extent he believes about himself to be capable, significant, successful and worthy.

Marsh et al. (1983) maintained that the self-concept is relatively stable among preadolescent children. They also observed that the changes in one's self concept is systematic and reliable and there is a clear, logical and predictable ordering of factors concerning to self-concept. It is widely accepted fact that the image which an individual develops depends upon various factors that are related to his social environment and the experiences which he gains from his childhood and also from those personalities whom he considers significant.

When we analyse the social structure one can found that it has its influence on the individual's self which is much important to
understand the development of one's self in the light of these factors pertaining to social structure in which a person experiences and learns many things that help in developing the individual's self.

Mead (1934) presented that social behaviour is an antecedents to self, he emphasized the significance of social life and individual's subjective experience. He stated that the behaviour can be explained in terms of 'social behaviourism' what he meant that the perception of self depends upon the response of others. According to him every individual possess a 'self' which is an important determiner of his behaviour which is related to the selves of other individuals of his social groups. The structure of one's selves reflects the general behaviour pattern of the person which is related to the social group to which he belongs. It is usually seen that the other individuals belonging to the same group to a great extent possess the self with almost similar structure. Individuals who belong to the same society or community exhibit almost similar structure of the society which they carry on the general pattern of the community with which they are associated. Mead in his explanations also emphasized that the people influence the individual as significant others. According to him the significant others can be any body such as parents, siblings, classmates, friends, co-workers, employers and so on. These people may influence in the form of vocal tones, language, body gestures, postures and symbols. The interaction that takes place among various individuals and the experiences which they gain from others are interpreted by the person and develop ability to respond effectively. The task of interpretation may be facilitated because of the fact that there is common meaning and understanding among the members of the
particular group to which a person belongs. It needs to mention that Ambron (1975) defined self concept in terms of the description of one's self including a person's mental image of this physical self, his expectation about his own behaviour and other such expressions of the person sense of himself and other psychologists Cooley (1970) and Coser and Rosenberg (1969) also hold a similar approach regarding the explanation of human social behaviour. Cooley's contribution to study self can be clearly explained into two ways. Firstly he redefined the concept of self. According to him the self can be viewed as process in which the individuals see themselves as an object along with other objects in their social environment.

Secondly he identified that the self emerges out of communications with others which he turned this process as the 'looking glass self' what he viewed that in this process the gestures of other serves as mirrors in which, other people see and evaluate themselves. In the same manner as they see and evaluate other objects in their social environment. In his explanations he also stressed that the primary group play more significant role in this process than the secondary group.

Coser and Rosenberg (1969) stated that individual's learns to follow the model of conduct that are suggested to him by others who are significant to him. In this way he wanted to describe that the self is the prime determinant of one's personality behaviour and the genesis and development of self is determined by the behaviour of other individual who are significant to him. From his explanations the self can be examined as a dependent variable to have better and clear understanding that how one's self is influenced by these factors. As proposed by Ambron (1975) and Baumeister et al. (2000)
that selfhood is routed in 3 universal concepts which are helpful in defining it. The first one is the reflexive consciousness through which knowledge of the self develops through awareness. The second one is interpersonal membership whereby the self develops and it becomes the basis to connect of physical organism to social network. The third one is the executive function which encompasses volition i.e. choosing, deciding, initiating action, exciting control over self and world including altering the self.

Mishra (2001) attempted to discuss the concept of self with the Indian Culture which is to a great extent different from the traditional western Psychology where it has been emphasized in terms of autonomous independent self as an universal concept that on the conscious ego, but as far as Indian traditions are concerned it gives importance to social relationships and interdependence on the development of self. He stated that from the point view of Indian culture the determinants of self includes the social constitution of self familial and spiritual aspects of self and shifting boundaries between self and no self and interdependence – dependence. He focused on all these aspects of self and concluded that the self-construal is determined by the position which an individual takes in relational context which is found within cultural meaning systems. Deprivation is a strong independent variable which affects the development of self. The self of a person is affected by the factor of deprivation for example, a person who is socially deprived will have different self-image, than those of non-deprived. By analyzing the social system of any society, community, social and cultural groups may be helpful to know how the deprived selves can be systematically controlled by means of developing the potentialities that are essentially needed to overcome deprivation. India is a vast
country of linguistic and cultural diversity where social structure has led too much socio-economic inequality by adhering the rigidly defined, social norms has deprived many people of social segments who may be called as culturally and socially deprived group of people. Individuals belonging to various groups interact with one another and develop their self which may be different from the selves of others who constitutes another social group. The different in selves of different segment of society may be attributed to the factor of deprivation which is the determinant of the selves.

As pointed out by Singh and Sinha (1986) that social deprivation can be understood in terms of dispossession or loss of opportunities, privileges, material goods and others. This may occur with reference to three interrelated sets of basic needs- physical, psychological and social.

Saxena (1998) presented a comparative analysis of the nature of self in the light of philosophical, psychological and sociological prospectus. He emphasized that self is considered as the totality of action and behaviour of an individual that emerges from his/her personal and social experiences, when we compare them indifferent perspectives, it reveals differential focus of emphasis concerning to self-concept. There is agreement on three major aspects of self personal, social and spiritual. Indian philosopher highlights self in spiritual terminology - karma, dharma, arth and moksha. Where as sociologist viewed self in terms of a product of social factors. The self from psychological perspective emphasizes the harmonious blending of all aspects of one’s personality.

Sharma (2001) gave explanation of Indian psychological concept related to nature of self and belief in transcendence to self-
realization. His explanation emphasized that in Indian culture the self concept is influenced by karma (action) Guna (person's characteristic) Samaskar (impression) Aahankar (ego), Gurus (teachers) Vidya (education) are important for developing the self concept of person's living in Indian Culture recognition for their developmental needs can be called as deprived.

The social stratification in developing countries like India is designed in such a way that the poor cannot catch rich and poor will remain poor by inculcating all the qualities of deprived, those who are poor are often the victim of oppression and looked down upon in the society and are avoided by those members of society who are socially and economically privileged develop negative attitudes and expectations towards the deprived, it may be called a kind of oppression and those who are deprived develops a kind of belief that it is their fate and they have to accept oppression because they are deprived and weaker section of the society. The oppressed can be referred to as those persons of social conditions that are partially or completely denied which make an individual not to enjoy the opportunities which are essentially required for the person's normal growth of the psychological process. As described by Freire (1970). The oppressed is not a marginal and he is not living outside the society, he is very much inside and integral part of the society but the inside structure of which he is a part that make him being for others.

Valentine (1971) pointed out that the distinctive features of one's life at lower socio-economic status is determined primarily on the basis of the structure of the society as a whole and the forces beyond the control of the poor. In every society it is found out that the deprived are not conscious of their deprivation because of their
being conditioned or the situation make them deprived are beyond their control. If they become aware of their deprivation even are not in position to question. As described by Lewis (1966) that the people with a culture of poverty are provincial and locally oriented. They know only their trouble their local conditions, their own neighbourhoods, usually they do not have knowledge, the vision on the ideology to see similarities between their problems and those of their counterparts elsewhere and they are not class conscious. From the said explanations it appears that the deprived persons know their mystery of their perception about themselves, despite they continue to remain deprived. On the basis of the above theoretical explanation of social behaviour of deprived it can be interpreted that the individuals are not deprived because of the inherited personality characteristics. The personality qualities which a person acquire as a result of social situation. It is suggested by some investigators that social situation changes as a result of technological advancement in all spheres of life have changed the life styles of people living in urban as well as in the remote corners of the country (Brugger, and Parsa, 1985). From the on going discussion it appears that how personality as a whole and the self in particular is influenced by the society of which a person is a part, it is widely accepted fact that the changes in the situations and with the other's experiences which a person gains may be attributed to change in his self, when a persons come to know that he is not responsible to be a deprived segment of the society then the person will not form a negative image about himself and he will try to develop positive self. When a person is deprived and develops a new awareness of self which can be stirred by his new hopes.
There may be two basic dimensions of self i.e. personally perceived self and socially perceived self. As far as personally perceived self is concerned it is related to the person's perception of himself, it means what a person thinks about himself so that it can be referred to as private self-concept. The process of self-perception includes the individual's perception about his abilities, status and the role which he plays in the outer world. The physical characteristic and many physical and mental abilities possessed by a person and the reactions of others to these determine the kind of basic self concept the person has and this concept is also determined by the social interactions and experiences that a person gains being a part of that society. Many investigators reported that the self is greatly affected by the deprivation (Misra and Tripati, 1980; Gangware and Hari, 1982).

Socially perceived self which is also called as social self refers to an individual's perception of himself as an object which a person holds that how he may be perceived significant by others in the society. This concept cannot understood and correspond with how he is perceived by others, despite it may have impact on his behaviour, it will become much clear from the findings of the studies conducted by various investigators.

Melvin Manis (1955) studied the self-concept of university fresh man who was living in a dormitory. The study was conducted in two phases in the beginning and six weeks later. He reported that the self-concept of the students tended to converge with the conception held about him by others. The convergences was mainly due to the changes that took place in his conception of himself rather than in the conception of him held by others. It appears from the results that the change of self-concept were more likely
to occur in a favourable rather than in an unfavourable direction and change of self concepts were more likely to converge with conceptions held by friends that those held by non-friends. The investigators did not measure the perceived reactions of others. Another investigator, Miyamato et. al. (1956) measures self-concept of 195 subjects comprising 10 different groups. The investigators measured the self concept actual response of others (each subject was related by other in same group) perceived response of others (each subject was rated how he is thought by others in a group that would evaluate him) and the generalized others. Each subject was asked to rate the way he perceived more people as viewing him. The investigator observed that the self-concept of the subjects who are rated closer to be perceived reaction of others than to the actual reaction of others. They also reported that the self-concept were found closer to the perceived generalized other than to the perceived responses of group members.

Other investigators also found similar results especially among deprived subjects (Ogburn Bobrejk, 1981; Sorbin, 1970; Valentine, 1971). We have focused on the antecedents of the self concept which have been described by early researchers and make use of self its formation and in what manner it is relevant to the significance of others as visualized by various thinkers and researches who attempted to give clear description of the concept but it also needs to incorporate some major definition of self concept given by various researchers. From the description of various researchers it is now clear that the self concept is an important construct and it is composite of the ideas, feelings and attitude which a person has about himself / herself it is influenced by many factors like family relations, peers, creativity, social status, aspirations and so on, self concept refers to an object of awareness, cognitive structure, image.
of one’s self as well as the center organizing abilities and the person’s interactions that takes place with the environment, it also governs the behaviour and adjustment of individuals.

The researcher agreed that the actions and achievements of an individual in his / her life are to a great extent to be determined, the way he feels, thinks about himself and make under or over evaluation about himself / herself, it has also been reported that a person’s poor self concept and low self esteem are the result of one’s experiencing excessive failure and punishment – ethical, social, economical, racial (Coleman, 1980), It has also been described by investigators that the self concept is the individual’s way at looking at himself. It also signifies his way of thinking, feeling and behaviour. Similar explanations of self concept were given by early researchers (Roger, 1951; Lowe, 1961) as defined by Shavalson (1976) the self concept is the person’s perception of himself / herself and these perceptions are formed through one’s experiences and interpretations of one’s environment, influenced by reinforcement, evaluation by significant other and one’s attribution for his own behaviour.

Infact self concept is a process in which a conversation between “I’ and “Me” takes place. The “Me” is more or less integrated set of views and ideas of other people which we have built together as our conscious experiences and from which we also choose roles to represent our own ideas of our selves. The self-concept may change at any time during one’s life, but it is more significant at the beginning of the developmental phase. The motivation, temperament, intelligence and talents are found associated with the individuals with his environment. As reported by Fahey and Phillips (1981) that
their definable growth in the self-concept takes place and it becomes a dominant element in personality pattern of persons.

Provence and Lipton (1962) conducted a study on infants living in the institution and infants living in their family. They reported that at the age of one years the infant living in institutions should have general impairment in their relationship to people and also rarely showed seeking help from adults for concept and pleasure and they did not show strong attachment to any person, these investigators also observed marked retardation in speech and language development, emotional apathy and empowerist and repetitive play activities in comparison to those children who are living with families.

Maria (1975) studied the personality development of adolescent girls living in state homes for children when these girls were compared with the girls living in normal families, the result indicated that the adolescent girls living in state home for children were found to be miserly and laconic, lacked interest and low in emotional tone and no sign of positive self image and revealed negative perception of world and showed no interest in women role.

Asha Rani and Sinha (1989) investigated criminals and non criminals for then self concept in terms of their age, sex, education and income, and they observed that non criminals possessed higher private and social self concept and different types of criminals were also found to differ among themselves in terms of their self-concepts as arsonists, murderers, dacoits cheats revealed higher private and social self-concept then sex criminals, burglars and convicts of assaults offence. Other investigators compared the self-concept of
criminals and non-criminals also reported that the self-concept of criminals differ significantly from non-criminals and the findings supports the finding of early researcher (Shimchara and Jenkins 1967, Singh 1970).

Some researchers were interested to find out the relationship between smoking behaviour and self-concept but their results are inconclusive, Simon (1972) found insignificant difference in self-esteem of smokers and non-smokers. In another study conducted by him indicated that the smokers and non-smokers did not differ significantly with regard to their self-esteem Simon Primavera (1976). They also observed that the smokers rated themselves as more careful and reliable in comparison to non-smokers. The findings of other investigator Zagona and Babor (1969) reveals that the smokers and non-smokers do not differ from each other on overall self ratings but they showed more favourable and differentiating attitude towards adolescent and other smokers.

Another investigator Veldman and Bown (1969) reported that the smokers had low level of self esteem in comparison to non-smokers. Singh (1980) also reported that smokers have lower social self-concept as compared to non-smokers but the two groups do not differ in terms of their private self-concept. Singh and Sinha (1983) while comparing the groups of smokers and non smokers found that the smokers did not differ from non smokers in their private self-concept but were significantly lower in their social self-concept as compared to the non smokers. Psychologist have been concerned to know the way in which individuals define themselves, it is a problem of social psychology and some theorist held their view that when a person reaches at late adolescence the core of one's self is relatively fixed (Block, 1981; Freud, 1940, 1949.) It is evident
from research findings that a person's self identity is to some extent manageable but changes in self-concept occurs in every one's life and it might occur in the service of maintaining a positive self-education. Tesser's (1983) model of self evaluation of social behaviour maintains that the relevance of particular attribute of dimension of one's evaluation is determined by one's milieu and itself as basis of protecting or enhancing one's self evaluation.

It is now very much clear from this explanation that for instance when a person is confronted by another person who perform better than he or she on some dimensions, if those dimensions are relevant or important for the individual's self definition, then his / her self evaluation should be greatly threatened, and in this situation he /she may differ while comparing with others.

As defined by Jersild (1965) the self concept is composite of thought and feeling, striving and hopes, fears and fantasies is a view of what he is, what he has been, what he might become and his attitudes. Some researchers examined the relationship between self-concept and changes in behaviour. The person having high self concept have shown higher achievement in comparison to those who where low in achievement and it has also been observed by investigators that a person's higher achievement is contingent about one's higher self concept (Pierce and Bowman 1960 Shah et al.1960 Taylor 1964, Walsh 1956, Purkey 1970, Primavera et. al., 1971). It is also been observed that the self-concept is related to one's academic goals. Sharma (1979) concluded that self-concept on intellectual and school status is conducive to high achievement whereas self concept on physical appearance and attributes has an inverse relationship with academic achievements. Some researchers
reported that the subject having high self-concept also shows higher academic goals (Astin and Nicholas, 1964 Watkin, 1975). Some researches concerning the role of self-concept have been conducted within the framework of one's perceptions and his own life experiences, findings obtained have been interpreted, in the light of the comprehending thought, feelings and behaviour of other people. In a study conducted by Hazel Markus and Smith (1985) attempted to assertion the self-concept involvement in social perception. This study was planned by referring the self-concept as set of cognitive structure (self schemas) which provides for individual's expertise in social domains. In fact there were two studies which were basically concerned to examine the information processing consequences of this experties for the perception of others. The subject were assigned the task with masculinity schemas consistently divided a schema relevant field about another person in to large unit then it goes without schemas. The subject were required to restructure the film sequence. The result indicated that at the instance of expert performance that provides self-schema with interpretative framework for organizing the schema relevant behaviour of others. The result also showed that when the subjects were instructed to attend the details of behaviour concerning smaller units the performance of schematic were found not to vary. From the finding of this study it appears that the role of the self concept in the perception of others was found to vary systematic inning, despite its cognitive reference and the conditions associated with each one. The self-concept has defined in terms of set of self-schemas that organize past experiences and are used to recognize and interpret relevant social stimuli in social environment. A self-schema refers to a cognitive generalization about the self-derived from the past experience that organizes and guides
the processing of self-related information contained in an individual's social experiences (Markus, 1977).

Findings of some studies as reported by various investigators indicated that the self schemas have a systematic influence on the way of formation about the self organized and used. Individuals who have self schemas in a particular domain can make judgment about themselves in this domain quickly, confidently and consistently (Markus, 1977; Markus, Crane, Bernstein and Siladi, 1982; Roger, Kuiper and Kerker, 1977).

Stone (1962) was of the view that the self is established, maintained and altered in social transactions, as much as communication of appearances as by discourse.

The study conducted by some other investigators to examine the relationship between academic achievement, global self-concept and academic performance. The result yielded low correlation between the global self-concept and academic achievement but correlation was high between academic self-concept and academic performance (Marsh and Parker, 1984; Shavelson and Bolus, 1982; Hansford, 1982; Radha Rani, 1983).

Nalini and Kakkar (1998) conducted a study to investigate the impact of maternal employment on various indices of parental behaviour and self-concept of adolescent. First born offspring of 16-20 years belonging to upper-middle class employed and unemployed mothers. The data obtained were analysed by two ways analyses of variance to determine the differential and interaction effects of maternal employment and sex on the different behaviour indices of the subjects. The data was also analysed by means of coefficient correlation to find out relationship between perceived parental
warmth and self-concept. The results revealed that a significant difference in child rearing quality of employed and non-employed mothers. The results also showed that the maternal employment have no impact on the self-concept of adolescents but the perceived parental warmth and parental conflict have significant effect on the self-concept discourse.

Suman et al. (1998) conducted a study to examine the perception of self by normal and interpersonal perception between normal couples. The sample was consisted of 100 normal in the age range of 32-45 years. The interpersonal checklist was employed individually on the subjects to assess the perception of self and interpersonal perception. The data obtained were analysed using t-test, the result revealed that both perception of self and perception of spouse were characterized by trades making up the managerial autocratic- hypernormal and cooperative over conventional. It appears from the findings of this research that the subjects showed adaptive personalities.

As viewed by Combs and Richards (1976) people who have many ways of seeing themselves and what they perceive is organized and has meaning and such meaning derives primarily from the selves. A study was conducted by Cole et al. (2001) on school children to examine the self-concept as a function of social / educational transaction and gender reported that significant effect of these factors on mean level changes on the self-concept among children over time. The result also revealed the significant effects with regard to gender, age and educational transaction.

Mittal (1977) reported that the daughters of non-working mothers were found higher in achievement and showed greater
degree of confidence but they also showed greater inferiority feelings in comparison to the girls of working mothers.

Singh et. al. (1996) examined the self-concept of educated unemployed subject. The sample was divided into technically educated unemployed and non-technically educated unemployed technically educated employed and non-technically educated employed. They were administered a 28 items semantic differential self-evaluation to assess the level of private and social self-concept and social conflicts of various groups. The result revealed that the non technically educated employed followed by technically educated youths were found to show considerably less positive level of private and social self concept in comparison to their employed counterparts. The non-technically educated employed experienced less social conflict than all other groups. The result also showed that the unemployed youth in general as compared to the employed rated themselves low on all the attributes pertaining to private and social self-concept.

Aziz and Ali (1997) conducted a study to find out whether the addicts and non-addicts differ in terms of self-concept and sense of responsibility among male students. The scores obtained on responsibility scale and academic self concept revealed that the addicts scored significantly lower on academic self-concept scale and responsibility scale in comparison to non-addicts.

Chhikara (1997) examined the effect of some of the aspect of ecological environment, parental education, occupation and income on the self-concept of adolescents. In this study 500 boys and girls (250 in each group) in the age range of 12-16 years served as subjects. On whom self-concept scale was administered and followed
by restructured interview schedule to gather information. The results showed that the self-concept of adolescent increased as parental education increased and the result indicate similar trend in the case of parental occupation and income. The finding was explained in terms of providing better ecological environment. The result also revealed that the adolescents self concept was influenced by mother's occupation. It was also observed that in the case of the adolescents whose mother's were housewives the subject scored highest on self-concept in comparison to those whose mother's were in service. The result also revealed that the adolescents whose mothers were engaged in labour type work also scored low on self-concept.

Venkatesh (1997) attempted to probe whether the visually handicapped male and female adolescents differ from normal in terms of their self-concept. The blind and normal male and female 100 students (25 in each group) were selected randomly from Mysore, and the data was analysed with the help of t-test indicates that the blind and normal adolescents do not differ with regard to self-concept. The result also revealed a significant sex difference and parental educational background as significant factor that led to differ the two groups significantly.

Sen (1997) studied the self-concept of upper and schedule caste adolescents, 125 boys and girls drawn from government and public schools were asked to complete the self-concept adjective checklist that measures the various dimensions of self-concept. Such as physical self, social self, intellectual self and integrated self-concept. The result revealed that the groups did not differ in any of the dimensions except emotional and normal self-concept. The result also indicates that scheduled caste adolescent scored high on
emotional and moral self-concept than the upper caste adolescents. The scheduled caste girls had higher self-concept on physical dimensions in comparisons to upper caste girls. The findings of the study was discussed in the context of rapidly changing society.

Leonard et. al. (1999) in his research paper proposed a meta theory of work motivation incorporating theories of self-concept that have been proposed in sociological and psychological literatures emphasized the importance of self concept that relates to one's work motivation and in what ways the self concept influence the behaviour of people working in organizations was discussed and developed a meta theory of motivational sources by incorporating researches on self-concept ad mentioning managerial implications of the model.

Bigler et al. (2001) studied the ability, self-differentiation and self-concept clarity to predict the level of psychological adjustment of college student. They subjects were asked to rate themselves on the measures of self-esteem, purpose of life, sense of coherence, general contentment, depression, anxiety self-disclosure and flexibility. The subjects were controlled on all these dimensions for self-concept differentiation. The result showed that the self-concept clarity resulted in 9-33% increase in an explained variance which was measured by means of multiple regression. In another study they extended the area of investigation to an impatient psychiatric population. The result showed that the measures of psychological adjustment were found strongly related the more self-concept clarity than self-concept differentiation.
Vickery, D. et al (2006) studied on the effectiveness of group therapy focused on self concept changes following acquired brain injury, which showed a significant increase in self concept rating at the end of the group intervention, and may be helpful in improving one's self concept.

Heine et.al. (2001) studied the influence of cultural foundation on self-concept of East Asian and North American selves. The purpose of the study was to investigate how 'self' of these groups differ across these two cultural context particularly with regard to an emphasis on consistency vs. flexibility and intraindividual vs. extraindividual focus, the malleability of the self vs. world, the relation of self to others and self enhancing vs. self critical motivations. The results showed that the differences found to influence in many ways that culture shape the self. Kurman et. al. (2002) studied and compared the level of self-enhancement among males and females belonging to 3 cultural groups. The sample consisted of 166 Singaporean, 177 Israeli druze and 206 Israeli Jews. The magnitude of cross cultural differences for different measures responded to their sensitivity to the modesty response. The role of modesty in measured cross-cultural differences in self-enhancement was discussed.

Zhao, S. (2005) studied that others on the internet established a distinctive “looking glass” that produces a “digital self” that differs from the self formed offline, thus it is concluded that online self presentation is helpful in self formations and “intimate strangers” or anonymous friends” on internet, play an important role in self development.
Ellemers et al. (2002) examined the self and identity in the light of different conditions under which these two are affected by the groups to which these people belong. From the point of view of social identity they argued that the group commitment and features of social context are crucial determinants of central identity and it develops a taxonomy of situation to reflect the different concerns and motives that come into play as a result of threats to personal and group identity and the degree of commitment to the group. They also stated the specificity of each call in this taxonomy and in what manner these issues of self and social identity in pinch upon a broad variety of responses at perceptual, affective and behavioural level.

Hellstron et. al. (2002) explored the relevance of self-concept in the process of independent technological innovation. They conducted indepth interviews of technological innovators of biotech in advance services concerning the subjective and social forms of engagement in the innovation process. The factors that emerged from the interview revealed various aspects pertaining to the innovators reflexive self-concept, ego-involvement forms of commitment, control, personal and social intakes and various self-cognitive strategies. On the basis of the observation it was argued that the self-concept allows the innovator to come into view as a social and subjective being who is involved in reflexive activities.

Tarrant et al (2006) studied adolescent self concept and social development with in their friendship group, measured their multidimensional self concept and their experience on personal relational and socio-institutional developmental task, they found those who were highly identified with a friendship group reported
highest level of self-estee. High identifiers also reported more positive experience of personal and relational developmental task.

Self-concept as an important personality characteristic have been studied in relation to job satisfaction in different groups. The significance of self-concept was highlighted by Raimy (1943) by emphasizing its relevance in work setting and the study of self concept serves as a basis to guide executives and other working groups while making a variety of decisions. Rogers (1951), Jersild (1960), Goldson (1970 emphasized the self concept as the key to personality as studied by Jamuna (1985) the lowering of self concept with age. She reported that the advancing age in women develops a tendency of reducing physical attractiveness and in turn lead to low self-concept.

The self-concept is a central theme around which various important aspects of one's personality are organized. It is the composite of a person's thoughts, feelings, striving, hopes, fears, fantasies, attitudes, opinions, views about one's self. All these are concerned with an individual's view of what he is, what he has been and what he might become and his attitudes pertaining to his worth.

1.2 Self-Discrepancy

It is evident from the research literature that Psychologists made all possible efforts in providing logical explanation of self concept and agreed that it is an outcome of the experiences which an individual accumulate through out the past and every one of us seems to refer back to those experiences when we encounter similar experiences in our life. It is believed that the events concerning to an individual have much impact on his personality and be easily recalled which he has encountered through out his life span.
beginning from childhood and adolescents to adulthood onwards. It is well-established fact that the social, environmental and personality variables play important role in determining the varied impact of the experiences at the time of its occurrence in stabilizing one’s self-concept over the years. As stated by Mischel (1981) like attitudes and values the self concept of an individual also stay over a period of time and it is more enduring than the various types of behaviours which a person exhibits in different situations. It has also been observed that the past events play significant role in the formation of self concept attributes in an individual which cannot be easily changed but some modification may possibly take place according to the type of situations being encountered. Every individual conceptualizes and categorizes information from the past experiences into significant schemata about the self. So it would not be out of order to mention that the past experiences do have greater significance for the individual that influence his /her self-concept.

The self-concept of an individual is influenced by the nature of the events which is experienced in terms of positivity and negativity could play important role to influence one’s self. Holmes and Rahe (1967) examined event properties such as effective meaning, frequency, and intensity and so on to psychological adjustment. He pointed out that the positive and negative events should receive equal weighting in analyzing events / well being relation ships.

Jones and Gerard (1967) advocated the importance of phenomenal self which they described in terms of a personal awareness arising out of his /her interaction with the environment in accordance with his/ her own beliefs, values and attitudes are linked between them and the implication for the behaviour. They emphasized that individuals maintain an integrated representations
of who they are, serves as an aid in interpreting their behaviour at
different stages and in different conditions Duval and Wicklund
(1972) gave a theory of objective, self awareness in which they
highlighted that an individual who is objectively self aware will
focuses his attention, on himself about his consciousness personal
history or body, what they viewed that the objective self-awareness
may be brought out by the external events, which may cause the
individual to perceive himself as an object. By emphasizing their
views regarding objective self-awareness may be created in an
individual through the presence of others who the individual beliefs
are focusing attention on him. They believed that focusing attention
on self leads to awareness of self-discrepancies and to the degree a
person who is objectively self-aware will attempt to lessen
discrepancies in himself. The person who is more motivated to
reduce discrepancy.

Festinger (1957) advocated that every individual attempts to
establish interval harmony. Consistency amongst his opinions,
attitudes, knowledge and value. When a person receives feedback
from an event are significant other which is not consistent with his
existing self schemata in such situation the discrepancy between the
feedback and the self concepts becomes apparent and in result of it
the person will experience unpleasantness and he will be motivated
to reduce the discrepancy and the unpleasantness created by it.

When a person is able to meet out his self standards i.e.
those self attributes which he wishes to/or expect to meet the
person experiences a sense of satisfaction and when he is not
able to meet his self standards he develops discomfort and a
discrepancy or a difference is formed between his actual
attribute and the self standards which he wishes or expect to
according to the standards set by parents. The parents who are not able to satisfy their feelings and the needs of nurturance love and approval of a child or parents who continuously expressed their disapproval and disappointment in the child. People who have both types of discrepancies might have experienced both type experiences. When children who are not able to live up to their parents expectations have to experience intensive emotion discomfort, which in long run may likely to lead a depressive or agitative life of functioning. Higgin's attempted to relate specific emotional syndromes with specific types of discrepancies, which may be related to an early history of faculty parenting modeling. Higgin's in his theory of self-discrepancy attempted to probe the etiology of discrepancies and emotional consequences suggested that the ideal own discrepancy is related with one's feeling of happiness and satisfaction, whereas the actual own/ ought other discrepancy is associated with the feelings of calm and secure. He did not provide any supporting elements in this regard and he did not extent his theory to provide explanations for the absence of discrepancy and its relation with the self and affect. He only mentioned faulty parenting modeling as the major etiology in the formation of discrepancy.

The studies conducted by researches provide evidence of the effect that the discrepancies may develop as a result of inconsistent feedback about the self. A discrepancy may also occur when a difference is observed between the actual self and a goal or standard which a person sets for himself. A conceptual presentation of self as given by social researchers and from the review of literature it appears that the two self standard have acquired prominence because of their perceived applicability and empirical investigations.
by the psychologist. The self which is widely studied is the ideal self but the other which may be less popular but of equal importance is the ought self which was introduced by Higgins (1987) in a self-discrepancy theory. He emphasized that the ideal self guides to individuals representations of someone's hopes, wishes or aspirations for them, according to him the ought self guides individual representations of someone demands, duties obligations and responsibilities. The theory highlights that the ideal self regulatory system focuses on presence and absences of positive outcomes for instance love provided or with drawn whereas the ought self regular system focuses on presence or absences of negative outcomes for example, criticism administered or suspended. From this explanations it appears that a person sensitivity to events involving the presence or absence of positive outcomes is likely to be greater when ideal vs. ought self guides are activated while the sensitivity to events involving the absence or presence of negative outcomes to be greater for ideal discrepancy persons when ideal vs. ought rights are activated involving the absence or presence of negative outcomes will e greater for ought discrepancies subjects in a situation when the subjects ought vs. ideal self guide are activated. According to Higgins the Ideal discrepancies, the older people are more susceptible to those emotions which are related to rejection such as disappointment, dissatisfaction, depression, shame, and embracement where as individuals having an ought discrepancy are more likely to be susceptible to hesitation like emotion such as anxiety, fear, guilt, uneasiness and feeling of threatened. In a study Higgins et al. (1988) attempted to examine the type of emotional change experienced by the subjects is influenced by the availability and accessibility of the different type of self-discrepancies they
possess. Infact they conducted two studies; the subjects were given a questionnaire to fill up as a measure of self-discrepancy. The subjects were asked to list upto 10 attributes each for different self states concerning to their actual self i.e. self-concept, their Ideal self and their ought self. The degree of discrepancy was calculated by comparing the attitude in the actual self to the attributes in each of the self states independently. The total number of attribute pair, which matched to one another, was subtracted from the total number of attribute pairs.

In the first study the subjects were asked to imagine a positive or negative event then they were given a moved measure and a writing speed task. The result showed that the subjects who possessed predominated actual discrepancy felt more dejected and they wrote very slowly in the negative event condition then in the positive event condition. The result also revealed that the subjects who were predominant in actual ought discrepancy were found more agitated and they wrote more quickly in the negative event condition. In the second study the selection of the subject was based on the high or low in both kinds of discrepancies, half of the subjects in each group were told to discuss their own and their parents goals and hopes for them and the other half of the subjects were asked to describe their own and parents beliefs concerning their duties and. results showed that high discrepancy subjects showed increased level of hesitation. The result was discussed that the psychological situation which is represented by a self – discrepancy can be sufficiently accessible to be used interpreting the past present or future events (Higgins 1982). The findings of the study indicates that the internal and external facts that produce emotional symptoms are
associated with the psychological situation represented by self-discrepancy.

Higgins and Tykoscinski (1992) attempted to test the hypothesis that the individuals processing Ideal discrepancy focus on presence and absence of positive outcomes whereas ought discrepancies individuals focus on the presence of negative outcomes of events. They selected subjects predominant actual Ideal discrepancies high and low and also predominant ought discrepancy subjects. After some weeks the subjects were given the same essay about the life of a target person in which the different event reflecting 4 types of psychological situations. The target person’s experiences were circumstantial and not personality related, 10 minutes after reading the essay the subjects were asked to retrieve the essay, word by word. The result showed that presence and absence of positive outcome were remembered better by predominant actual Ideal subjects in comparison to predominant actual ought discrepancy subject. The result was reversed for the subjects who showed the events that reflect the presence or absence of negative outcomes. On the basis of result it was discussed that the subjects with Ideal discrepancy predominant were found orientated towards positive outcomes whereas the ought discrepancy subject were oriented towards negative outcomes of events. The reasons of self-discrepancies as pointed out by Higgins may be due to early painful emotional experiences caused by parental behaviour in childhood and absence of positive outcomes in parent’s behaviour like withdrawal, lack of praise, not paying attention when required may lead to high actual Ideal discrepancy whereas the parents behaviour, which involves the presence of negative outcomes such as punishment, criticism rejection may lead to high actual ought
discrepancy. When such type of behaviour persists throughout early and late childhood may result in chronic discrepancies and precipitate in emotion and may lead to psychological maladjustment.

Bruch, M (2000) examined two types discrepancies (i.e. actual/own:ideal/own:Al and actual/own: ought/other: AOO) for their specificity with either anxious or depressive mood. Result showed that AI discrepancy, was consistently related with the hypophesized tripartite components of depressive affect and with symptoms of clinical depression. In sharp contrast the AOO discrepancy was unrelated to tripartite components of anxious affect and with shyness.

Perez and Vohs (2005) examined the opposing theories that high self-esteem is responsible for aggression and that low self esteem is responsible for aggression. The findings suggested that both theories may be correct. Targets’ self-esteem and self reported physical aggression were assessed; additionally, targets’ roommates reported their esteem for the targets. In support of both theories, self-esteem was related to aggression in a curvilinear fashion, such that very low and very high self-esteem people were more likely to report physical aggression than moderate self-esteem people. This phenomenon was partly qualified by interpersonal context, specifically, participants who thought more positively of themselves than their roommates thought of them as well as participants who thought less positively of themselves than their roommates thought of them reported higher level of physical aggression. Those whose self-esteem (low or high) corresponded to roommates esteem of them did not report physical aggression. These findings inform psychological
theories of aggression, especially regarding self-views and interpersonal reality.

Brenol et al. (2006) studied individuals with discrepancies among explicit belief often engage in greater elaboration of discrepancy related information in presumed attempt to reduce the discrepancy. The authors predicted that individuals with discrepancies between explicit and implicit self-conception might similarly be motivated to engage in processing of discrepancy related information, even though they might not be aware of the discrepancy. Four studies were conducted in which various self-dimensions were assessed with explicit and implicit measures. Across several different self-dimensions, the authors found that as the discrepancy between the explicit and implicit measure increased, people engaged in more thinking about information framed as related to the self dimension on which discrepancy existed. They suggested that individuals might be motivated to examine relevant information as a strategy to minimize the implicit doubt that accompanies an inconsistency between explicit and implicit self-conceptions.

Kelly (1955) stated that every person forms a set of personal constructs by which he name and classify his past experiences. If an individual behaves in conformity to his set of personal construct the person experiences harmony but the behaviour of person is incongruent with the constructs then the discrepancy will develop and it would result in either anxious and threatening consequences or guilt feeling in him.
1.3 The concept of role and Role Efficacy:

The origin of the word 'role' has history in itself, so in order to provide a clear-cut explanation of the term role it is imperative to examine the writings of the precursors of role theory and others of that era which reveals that they had given the concepts similar to modern conceptions of role. The usages of the term role as summarized by Moreno (1960) reveals that role is originally a French word entered into English language which actually originated from the Latin word 'Rotula' and the antiquity of this term used to designate a round (wooden) roll on which sheets of parchment were fastened so as to smoothly roll ("wheel") them around it, since otherwise the sheets would break or crumble. From this they came into use for an assemblage of such leaves into a scroll, later on its usage was to mean any official volume of papers pertaining to law courts, as in frame, or to government, as for instance in England - rolls of parliament - the minutes or proceedings. Whereas in Greece and also in ancient Rome parts in the theatres were written on the above mentioned "rolls" and read by the prompters to the actors (who tried to memorize their part), this fixation of the word appears to have been lost in the more illiterate periods of the early and middle centuries of the dark ages. In order to provide an explanation of the concept of role, Nadel (1957) made all endeavours to trace the history of the concept of role as far back as 1916 when Paratto affixed "labels" to pupil as indicators of their proper place in the various classes of pupils. This he did for the purpose of the analysis of social elites. Nadel was keenly involved in tracing the explanatory concept of roles from the works of American sociologist from 1925 onwards and he found out a clear-cut and
complete picture of the concept of role in the writings of the great philosophers George Mead (1934) in his work “Mind self and society” and an anthropologist Ralph Linton (1936) “The study of Man”. It is now clear from the mentioned above historical antecedents concerning to the concept of role, it acquired much popularity and now widely used by psychologists, sociologists, and anthropologists. The researchers of these area gave more systematic explanation to the study of roles (Merton, 1957; Banton, 1965). It is evident from the review of research literature that the Simmel (1920) mentioned “Spielen einer Rolle” in one of his research paper and another researcher Park and Burgess (1921) used the title “The Self as the Individual’s conception of his Role”.

The term role was commonly used by the precursors of the role theory but its technical usage became popular from the writings of the prominent theorists. Mead’s most influential work Mind self and society was published in 1934. The term Role and Role playing appeared in Moreno’s writing, “who shall survive” in 1953. He made important contribution to the understanding of behaviour and he is famous for innovations in technology of change. He used the role-playing in changing one’s behaviour. He stated that the role-playing may be considered as an experimental procedure and a method of learning to perform role more adequately. He did not agree with the idea of Mead who emphasized it in terms of taking the roles of others. Hence, the difference between the role playing and role taking can be made in these term as the role playing is an act which refers to a spontaneous playing whereas role taking is a finished product where a role is conserved. Ralph Linton (1936) an eminent Anthropologist tried to differentiate between ‘status’ (position) and ‘role’. He stated that the status is distinct from the
individual who may occupy it and it is simply a collection of rights and duties where as role represent a dynamic aspect of status. The individual who is assigned a social status and occupies it which is related to other's status, when a person puts its rights and duties that constitute his status into effect it means he is performing a role. It is now clear from this explanation that the role status are intermingled so it is not possible to isolate one from the other because one cannot play his roles without status or status without roles. When we describe one's status the term automatically comes with double significance for instance every individual has a series of roles he/she derives from various patterns in which he/she participates and at the same time he has to play a role and represents the sum total of these roles and it become determinant of what a person does for a society and what he can expect from it. The modern writers were influenced by his writings and they followed his explanations in describing the concept of roles so as it is quite explicit from his implication that the positions and attending role are the elements of societies that suggest new possibilities in analysing social structure and the individual's behaviour which might construed into one's role performance. Linton's explanations and his insistence upon a close relationship between role and position has been followed by the modern writers on role that refers to the implication of positions and attending roles which emerges as elements of societies to analyze new possibilities of social structure. The idea that an individual's behaviour may be construed in terms of role performance which is employed that a person's role has linkage between individual behaviour and social structure. The writings of Mead, Moreno and Linton contribute a lot in establishing role as a term and concept. The writers who joined them later started in articulating concerning to the vocabulary of role.
language (Cottrell 1933; Sharaf and Levinson, D.J. 1957; Sarbin, 1943).

It now appears from the research literature that the contemporary role study began in 1930's and it attracted other writers to follow their explanations and tried to make systematic study of role. One important significant feature of contemporary study of role is to provide the elaboration and refinement of the term 'role' and the modern writers who made valuable contribution to the role language. (Strauffer S.A, 1949; Merton, 1957; Newcomb 1950; Morris 1957;). These writers used role as an adjective and modify the concepts such as performance, enactment, conception network, conflict, strain, distance, reciprocity and so on. Since then the term role appeared in behavioural sciences and there has been a diffusion of role concepts. Now, we find this term in social psychology, sociology anthropology and organizational psychology, wherein all these fields the term role has been employed. Michael Banton (1968) defined as a set of rights and obligations that is as an abstraction to which behaviour of people will confirm in varying degree while, other writers did not mentioned of abstraction and defined role as the way in which some one occupying a particular position and behaves accordingly. Stansfield (1982) stated that a person's role is a pattern or type of social behaviour which seems situationally appropriate to him in terms of demands and expectation of those in his role, group (role) and it does not specify merely the actions and performances rather it is also having overt expectations that are held by an observer or a group of observers and these expectations serves as the basis to judge the propriety of an enactment, every individual enact roles and is involved in the social or organizational ordering. The role which is enacted by a person in an organization
belongs to that social entity and hence constitutes the smallest subunit. For clear understanding of the concept there is need to specify some important component that constitute role descriptions such as (1) positions (2) components of role (3) role enactment (4) role differentiation role integration (6) role conflict and conflict resolution mechanism.

Any location within a structure or an observed pattern of order can be termed as position, and its association with any position is set (or more than one) of related roles which is expected from the person of the position to enact the concept of roles and position that gives the complementary meaning of analyzing this phenomenon by specifying it in terms of dynamic activities and the positions i.e. arrangements made for the fulfilment of the same, if we want to isolate one's position then it is needed to freeze the ongoing activities and single out the structural points on which the sets of roles being acted by an individual but conceptually one can differentiate between roles and positions. As far as one's positions is concern it is an identified location within a structure and it is seen as existing whether or not anyone is presently occupying it and this may not be true regarding role positions held by the individuals i.e. usually institutionalised so that they are governed by a wide range of norms (Goode, 1960). There may be twin components of the roles i.e. the overt action pattern and the cognitive expectations. The cognitive expectation prescribe actions and attitudes for the persons enacting given roles thus the role expectations may be of three types viz., cultural, situational and personal As far as the culture role expectations are concerned it is associated and sustained in that cultural or the institution of which one's role is a part. There are some norms and rules, which are
specifically applicable to each role. Another component of role is the role enactment that refers to various roles which individuals enact when they participate in any sort of organized social life and this they acquired either by ascription or by achievement. The ascribed roles are assigned to individuals in terms of one or more social characteristics and are based on ascriptive criteria, such as age, sex; religion; family background and socio-economic status are the examples of ascribed role. The achieved roles are those which are gained by the persons on the basis of their demonstrative capabilities or performance but for this type of role a person has to satisfy certain prescribed criteria. If a person fails to fulfill the requirements, he looses this role. In some situations the criteria for achieving certain roles can also be precisely prescribed. While describing the role set it is to be pointed out that many roles occur in sets it means when a person fulfils his role so, he is also expected to enact other associative roles. This may be truly observed that for many positions there may be a role ascription and achievement and both of these are likely to continue, for instance when a person achieves the original role though the person also possess the ascribed roles which is based on his original role for example the individual often enjoys the “repertoire” of several ascribed and achieved roles which he enacts on various occasions and at different settings. It is quite obvious that a person cannot fulfill all these roles simultaneously but when he finds most appropriate and from situation to situation he will discard one role and shifts to another, but it may not be true in every situation.

The differential role enables individuals to fulfill various roles in different types of organizations at different times and these roles may not be compatible with one another because it provides
opportunities for him to act at least on some occasions as relatively autonomous personalities for example when an individual finds himself in a situation where the existing role is not relevant or salient in such a situation then he is free to act on his own and usually this situation arises when the management is in crisis or disasters.

In the present day world organizations are grown in size and scope which has created greater complexity for individual participant to call upon to enact ever increasing widening and diversified the repertoire of roles and the outcome of this type of demand is referred to role conflict. The role conflict is also termed as the role strain and it develops out from the requirements of maintaining working relationship with others in wide varieties of complementary roles. There seems to be some situations which may create conflicts, when the members in two or more organizations that make in compatible role demands, when there is congruence over time of two or more roles which has been originally separated and enacted by different individuals or incumbents which are new and expected of the same person but due to inconsistency among the major values of an organization's culture or between its values and its expectations of his certain roles. The necessity of enacting the same role of different sets of role partner who hold conflicting expectations of the role. The cultural expectations for a role, which has not kept up with changing demands being made upon that role. It is apparent from the research literature that the term 'role' is used by psychologist, sociologist, anthropologist, so it becomes essential to have some sort of classification taking into consideration its various aspects in order to differentiate the different kinds of social pattern related to role infact the classification of the term role has no absolute value but they are useful from the point view of restricted
The classification of roles in terms of social structure is needed in behavioural researches. Linton gave two-fold classification and divided roles into two i.e. Ascribed that refers to the assignment of role in individuals without references to innate abilities and those which are Achieved refers to left open, which can be fulfilled through competition and individual’s efforts.

The Ascribed roles are clear and evident right from the birth that includes roles of those as sex, age, kinship relationship birth into a particular class, religious group and caste. The Achieved roles which are given to people whose individual performance qualifies them to perform different roles based on his individual merit. This type of classification is based on the mode of allocation of roles. There is need to differentiate between position and role in order to make the concept clear. As far as position is concerned, it refers to a category of persons occupying a place in a social relation while enumerating the person’s position one can locate his position with respect to the social relationship of the individual in his social group or society. This explanation will become more explicit from this example as a “man can be holding positions in a society as a father, son, teacher, president of an association etc”, such type of enumeration i.e. given to a person concurrent positions is termed as his position set. In every social system whether it is a small unit like family or a large unit such as a nation are consist of a complex structure of interrelated positions hold by the individuals and these positions forms the categories of people having similar attributes, which constitutes the structured relationship with the members of other positions. The positions which an individual occupies may be ascribed or achieved. The ascribed positions which a person occupies is independent of his /her wishes for ex. age, sex,
family race are the ascribed positions. The achieved positions depend on the quality or ability of the person for instance, the occupation of a person can be a reflection of his own achievements but it becomes difficult to have a demarcated differences between these two types of positions in practical life because positions may be the result of the fusion of two elements for example the occupation of a person in today's world cannot only be related to his personal attainments but also to the social / ethnic class of their parents. The concept of position and role are closely allied. The concept of role in corporate life is behaviour expectations as associated with one's positions i.e. the role which is attached to a person's positions are a set of expectations which may be concerned about the appropriateness of the person's behaviour occupying the position which is generally referred to as actor. It will be much clear from this explanation that in every society there is position of a mother and there are a number of expectations which a majority of people share about how a mother should behave, it is generally expected that the mother must be loving to her children caring the bodily and emotional needs of her child to the best of her ability providing social support and always helping her children from any type of hazards and on the other hand it is also expected that the mother should not behave with cruelty to her children and keep them neglected. From this explanations the concept of role can be described in terms of the prescription about the behaviour of a person occupying again position is set of guideline that direct the behaviour of the role occupant and from this point of view the role may be consist of a sets of expectations. Here only we want to know the actual behaviour of the role occupant in a given position is known as the role performance, which may or may not confirm to the expectations associated with the positions. In fact the positions of a
person with in a social system are related to other positions has significant consequences of one’s positional role complex. In our society one can see that many positions have complementary role with the position is specially related for example the mother’s positions of sons and daughters likewise husband has wife, doctors have patients, teachers have pupils, in each case there is role partnership. The position will make a sense only in terms of complementary positions for example one cannot conceive of a doctor without a concept of patient, of a teacher without pupils, in brief it can be stated that the occupant of a complementary of position role. The role partner plays a very important role in finding the role associated with one’s position conceptually the difference between roles and positions can be made. A position is an identified location within structure and it is seen as existing which a person is presently occupying and it may not be called as role. The position are often institutionalised so that they are governed by wider range of norms. Goodey (1960) is credited for highlighting the antecedents of role in research literature of social science more particularly in psychology. The study of role occupies significant place and it has attracted the attention of researches concerning one’s role in various capacities of people working in the organizations. As stated by Pareek (1988) role is the position, which a person occupies, in a social system and the functions that he performs in response to expectations of members of social system and also to his own expectation to that position or office. The role and office (position) are separate concept but it has been taken into consideration by researches in terms of two sides of same coin. It will now much clear from the explanation given by Katz and Kahn (1966) that office is essentially relationally concept and defined one’s position in terms of its relationship of others and as a system.
to a whole. They emphasized that the office is relational as well as power related concept while role is an obligational concept. The role of the person cannot be without the expectation of role senders including role occupant for example when position of a personnel manager is created in an organization it is essential that lies role should be defined by the expectation which different persons would have from a personnel manager and also the expectations that he would be having from his role. In this way the role is defined in a system by the role senders including the role occupant. The concept of role is important for the integration of the person with an organization because the organization has its own structure and roles in the same way every person has his personality and needs. The interaction takes place with all these aspects from one another and to some extent it get integrated into a role. The role is also a central concept in work motivation and it is only through that the individual and organization interact with each other from this view of organization the role can be considered as a system and usually two role system operates i.e. the system of various roles which an individual carries and performs and the system of various role of which his roles is a part. In this situation the first one we will call role space and the second a role set.

The concept of role widens the meaning of work and relationship of workers with other significant persons in the system. In fact the concept of role goes beyond the individual job holder and indicates a need to involve other significant person in forming role requirements. Therefore it is required to focus on roles because it is useful in planning the organizational effectiveness. Herzberg (1966) gave greater emphasis in organizing role and giving dignity to job holders.
1.4 Role Efficacy

An organization can be defined in terms of the rational coordination of the activities of a number of people for the achievement of some common explicit goal through a hierarchy of authority and responsibility (Schein 1985). From this definition it emerges that an organization has some objectives and group of people working at different levels in the organization coordinate their efforts through the roles which are given them to play. The organizational responsibilities and rights are allocated to positions to which are attached sets of expected behaviour i.e. the roles. Role is a system consisting of a set of obligations generated by significant others and individual occupying an office the position which a person occupies is a specific point in organizational structure that we find the effectiveness of an individual occupying a particular role in an organization. The 'Role Efficacy' can be seen as a psychological factor underlines the role effectiveness. According to Pareek (1975) Role Efficacy is the potential effectiveness of an individual occupying a particular role in the organization in other words role efficacy is potential effectiveness of one's role. The performance of a person working in an organization depends upon his own potential effectiveness as a person, technical competence, managerial experience etc., as well as on the design of the role that he performs in an organization. It is the integration of the two (the person and the role) that ensures a person's effectiveness. Unless person has the requisite knowledge, technical competence and skills required for the role he cannot be effective. Equally important is how the role which he occupies in the organization is designed. If the role of a person does not allow him to use his competence and he constantly feels frustrated in the role, his effectiveness is likely to be
low. In an organization people have been assigned different
tasks so they are bound to perform different activities for the
achievement of the common organizational goals through the
division of labour and their function and also by means of the
hierarchy or authority and accordate responsibilities from this
explanations it is clear that there exist some explicit objectives of
the organizations and a number of people used to work at different
levels have to coordinate their efforts through their roles which they
have to enact according to their assigned responsibilities and the
rights that are allocated to the position of an individual to which
there are attached sets of expected behaviour in that role, from this
explanation one can specifically mention that the role of a person is
an important aspect in the organizational context, if a person is
capable to contribute specifies that he is moving from role taking to
role making indicates greater possibility that the role of the person
should be effective. As far as role taking is concerned it is linked to
the expectations of others from one's role while the role making is
considered with the taking initiative to creatively designed - the
role. In such situation the expectation of others as well as role
occupant becomes integrated. The effectiveness of a person's role in
an organization largely depend upon his own potential effectiveness,
the potential effectiveness of role and the organizational climate of
role and this potential effectiveness can be termed as efficacy. As
far as efficacy of an individual is concerned it is found to be
associated with the person's ability to adapt in a different career
related task, learning, achievements and ability to adapt to the
advent of modern technologies.

Erik Dane et. al. (2007) reviewed and reconceptualized
“intuition,” defining intuitions as affectively charges judgment that
arise through rapid, nonconscious, and holistic associations and developed a model that incorporate the role of domain knowledge; implicit and explicit learning, and task characteristics on intuition effectiveness which may help in managerial decision making.

1.5 Role Making

There are certain dimensions of role efficacy, of which one dimension is common to role making, which is, oppose to role taking. The role making is a active attitude towards defining and making one’s role as he likes and the later one is a passive attitude which is mainly concern to the response to others expectations. Pareek (1987) stated that every individual has strengths, experience, technical knowledge special skills, when his role provides opportunity to use special strengths then his role efficacy is likely to be higher which he called as self role integration. When a persons gets a promotions he becomes happy and see it as a coveted reward but he finds some difficulties on his new positions because of not able to use his special skills of training and he find it difficult to work in the new role, will indicate that his efficacy is not high when compared with his previous role. Later on when the person’s role was redesigned to unable him to use his rare skills. In doing so his efficacy become high every persons wants special strength to utility in a role then he can show his effectiveness an integrations enhance one’s role efficacy. If there is distance between the self and a role it will lead to low role efficacy.

A person occupying a role response to various expectations which people of that organization have from that role. If a person is expected to take the initiative in starting some activity will show higher efficacy in him and his reactive behaviour i.e. responding to
the expectations of others helps the person to be effective to some extent but proactivity i.e. taking the initiative rather than only responding to others expectations also contribute to efficacy. If a person refers to take initiative but has no opportunity to do so to his present role in an organization. In such situation the person’s efficacy will be low.

The creativity is also important for efficacy besides initiative when a person has opportunity to show his creativity and allow to try out new unconventional methods of solving problems is also important for him in his role it was found out in a state government department that the people performing clerical roles met as a part of reorganisation experiment. The result was amazing, the opportunity, which employee got to utilize their creativity and try out innovative ideas increase their role efficacy and the performance of the employees improved markedly. Another problem that the employee face in an organisation is confrontation, if a person avoids problems and shifts them onto others, in doing so his role efficacy will be also low. If people have tendency to confront problems and makes efforts to find out the solution of the problem enhances his efficacy on his job. The efficacy of the person also increase when they discuss their problems facing one another and discuss them and try to search solutions and in this way the efficacy of the people likely to increase as compared to that situation when they deny or do not discuss their problems.

1.6 Role Centering

When a person feels that the role he occupies is central to the organization his role efficacy is likely to be high in contrast to it when he feels that his role is peripheral in the organization is
likely to reduce potential effectiveness in person and this is true for all level of employees. This influence is also a factor that is related to one’s role, if a person feels that he is empowered to exercise his power in his role is likely to increase his efficacy. This factor is very much clear that makes the employees of public sector or civil services more effective because they have opportunity to influence the large section of society. Another factor which is significant to contribute is the perception of the employee that his role will provide opportunity to grow and develop, if a person feels that his role is stagnant and there is no opportunity for personal growth, the person may likely to show low role efficacy, when this feeling dominates in a person then there is possibility to have low efficacy.

1.7 Role Linking

It has also been emphasized that the inter role linkage is also an important factor of efficacy. If a person's role is linked with others in the organization increases efficacy, in case of joint effort to understand the problems and searching out solutions the efficacy of various role involved should be high. If people have feeling of role isolation i.e. a person works without any linkage with other role reduces his efficacy. The helping relationship is also an important factor of one's efficacy, when a person while performing a particular role feels that he may get help from such source in the organization whenever it is needed is likely to show high role efficacy in contrast if he feels that no help is forthcoming when described then role efficacy will be low.
Super ordination is also a factor which may increase the efficacy of the person in his role, obviously the role of person is linked with system groups and entitles beyond the organizations, while performing a particular role by a person if he feels that what he does may be a value to a large group, his efficacy seems to be high when a person has a opportunity to play the role of super ordinates goals is likely to show highest efficacy. The super ordinate goals are those that serve large groups and those, which cannot be achieved without some collaborative efforts.

1.8 Role Efficacy and Effectiveness

People effectiveness may be judged in various ways, we may call a group effective if it is highly productive or it accomplishes the assigned tasks efficiently. Inspiring from this explanations a number of research investigators preferred to worked on role efficacy and effectiveness reported that the individuals with high role efficacy showed less degree of role stress and anxiety and work related tension because they depends more on their own strength in coping with the problems and make use of purposeful behaviour and are active and interact with the people and achievement and show persistence in solving problems themselves by making all endeavours show growth orientation attitudinal commitment and more positive in their approach behaviour. People possessing some or most of the characteristics feels greater life satisfaction and also with their job and the roles they play in the organization all these are a profile of effective managers. It is also well-investigated fact that the role efficacy is found related to the quality of work life. Which have been measured in terms of influence, amenities at the work place, nature of job and supervisory behaviour data analysed by means of step-wise
multiple regression reveals that supervisory behaviour emerged as the important dimension of role efficacy. Other investigators also observed, role effectiveness with the age, role enactment, the location of work place, and length of employment were found related with the role efficacy. Some studies were conducted by the investigators concerning the organizational aspects such as participative climate where employees get greater degree of job satisfaction, which also contribute to role efficacy. It seems that a climate promoting concern for excellence use to expertise are more inclined for greater issues seems to contribute to role efficacy, on the other hand employees working in a climate which is characterized by control and affiliation are likely to lower the employees role efficacy. If the climate is innovative and fostering it was found to be a strong predictor of Role efficacy. Some researchers also found out the moderating or mediating effect of role efficacy in predicting or enhancing the organizational climate. It appears from the review of research literature on the topic that reveals that in the last 3 decades the issue of the managerial effectiveness became an important topic for researchers and the corporate management. The research studies on this topic were mostly conducted by western investigators but this topic has been also researched by Indian investigators but they are few in number. Different authors have employed the term efficiency interchangeably with productivity and efficiency. Sinha (1980), used the term productivity by referring it to out put of one particular factor of production and term efficiency mean the output from the total of inputs. Etzioni (1964) stated that the efficiency of an organization to be measured by the amount of resources used for producing a unit of output. According to Sinha (1980) effectiveness generally refers to the extent of target realization. Steers (1976)
pointed out that the effectiveness could be better judged against an organization's ability to compete in a turbulent environment and successfully acquire and use its resources. From his explanations, it appears that the managers of the organizations must deal effectively with their external environment to secure the required resources.

From this point of view, the concept of efficiency is a necessary ingredient of effectiveness. Steers argued that this approach does not take into account the dynamic relationship between the organization and its various parts. He also suggested that every employee continuously determines the degree of success of the organization. He was of the view that if it is desired to enhance our understanding of organization processes, we have to develop the models of effectiveness which will enable us to identify the nature of relationships between individual processes and organizational behavior. A comparison of the relative effectiveness of various divisions of the organizations can also be useful. As stated by Barnard (1938), an organization can sustain only under two conditions: (i) the objectives must be accomplished. (ii) It must satisfy the person's motives which is an important condition to have their cooperation.

Campbell (1973) suggested five important measures of effectiveness such as the (i) Overall employee performance as measured by the supervisors. (ii) Productivity as measured typically with actual output data. (iii) Employee satisfaction, which can be measured by self. (iv) Report questionnaire. (v) Profit (vi) Withdrawal. (vii) Withdrawal based on turnover and absenteeism data. Druckner (1967) stressed on five habits of the mind which have to be acquired by an effective executive such as (i) time...
management (ii) result orientation (iii) setting of priorities (iv) decision making and (v) developing strength. Sharma and Sharma (1983) studied the relationship of role efficacy with job anxiety and job satisfaction. He measured the organizational role efficacy, Job anxiety and job satisfaction of gazetted and non-gazetted officials. Higher percentage of role efficacy index showed that an individual perceives that he has a great deal of opportunity to be effective in his organizational role. The study indicated that the role efficacy was found negative and moderate relationship with anxiety measures and positive moderate relationship with job satisfaction measures among gazetted officers. Job anxiety and role efficacy, on job satisfaction relationship was found stronger in comparison to off the job relationship. The result also showed that the job level was found to be moderator of Role efficacy, job satisfaction and job anxiety relationship. Singh (1988) studied the upward influence of managerial effectiveness to accomplish the objectiveness. He explored that in what ways the middle manager influence their immediate superiors. The data obtained from 110 respondents were analysed by means of principle component factor analysis the result showed that the five factors were found influencing the superior are information sharing expertise, manipulation confrontation and personalized relationship. The findings were discussed in the light of superior subordinate relationship. Some investigators explored that the managers need to be influential both downward and upward. They reported that the managers who were unable to influence their superiors well found to have low acceptance among their subordinates (Keys and Bell, 1982 Petz, 162). Singh and Singh (1995) reported the manager is embedded in a role network and has to work through different members of this network, therefore it becomes necessary to examine the managers network,
when managers fail to influence any one of the network, members also face difficulties in getting things done. As reported by Ansari (1990) there are 6 ways through which the superior can be managed are blocking and defines expertise and reasons, ingratiation and exchange, coalition diplomacy and personalized health. Singh and Singh (1994) studied upward influence among middle managers reported 8 ways of managing superiors are (1) influence through job competence (2) networking (3) assertiveness (4) personalized relationship with superior (5) finding a God father (6) Machiavellianism (7) understanding the superior (8) and not saying no to the superior.

A study was conducted by Pandey (1995) on Rail Engine drivers to determine the relationship between role efficacy and role Stress. The result revealed that the role efficacy and role stress was found negatively related. The cause of negative co-relationship was attributed to feeling of role overload, resource inadequacy and personal inadequacy. Education was found positively related with role stress and negatively with role Efficacy. Advancement in experience was found to enhance the probability stress as to have differential impact on drivers. The study also emphasized to set up labs. For conducting role efficacy and role stress for the drivers, if the railway want to reduce job stress of drivers and want to increase their performance effectiveness. As observed by Sayeed (1985) the personal attribute and job demographics were found to have their influence on Role efficacy.

Pestongee (1992) reported that the role efficacy was found to have its effect on reducing the role stress. The studies reviewed on this topic provided some supporting evidence regarding the relationship between the role effect and personal variables and
various behavioural parameters of organizations. As observed that the conducive work environmental that make leadership work more effective in an organization and in turn it influence the role efficacy of organization numbers and productivity of organizations. He also observed that there is strong linkage between the role efficacy and appropriate position power structure.

Sayeed (1992a) and Panday (1994) reported that the role efficacy was found to bring a positive change in performance inter personal relations and overall job behaviour of supervisor. It appears from the results that the role stress and role efficacy has some relationship. Attempts have not been made to discover the relationship between organizational role stress with organizational role efficacy in relation to personal attributes up to workers and supervisors but one can say that these may be some logical ground to believe that the perception of greater opportunity on the job or role efficacy may tend to enhance the effectiveness and commitment of the individuals. Some researchers attempted to establish linkage between role efficacy and personal organizations process found that role efficacy has significant positive relationship with internal locus of control, people orientation surgery and outgoing tendency. Sen also demonstrated significant positive relationship between role efficacy and functional aspects of six motivations such as achievement, influence, extension, control, affiliation and dependency. The findings of these investigators clearly suggest that there is a mutual influencing mechanism between role making behaviour and personal processes, Sen (1982) Surti (1983). The role efficacy was also studied by some other investigators involving perception of role making behaviour reported the relationship with purposeful job behaviour and negatively with
role stressors. Gupta and Khandelwal (1988) demonstrated that the role efficacy significantly related with the perception of organizational identification when compared with lower organizational identification indicated a differential relationship with role efficacy. Another investigator Moran (1986) found that the subjects in operational roles were higher on confrontation in comparison than those on administrative roles. In a study conducted by Anirudh Pandey (1992) to explore whether employee occupation and occupational level influences the role efficacy in the organizations. The data obtained from operation supervisions, commercial supervisors promote officers working in Indian railways were analysed. The result revealed that occupation and occupation level modestly affected role efficacy. The result also showed that the employee occupation level modestly moderated role integration and role centering dimensions.

Pareek (1987) reported the impact organizational climate promoting concern for excellence, use of expertise concern for larger issues in developing the role efficacy. He observed that the opportunities of concern for excellence use expertise and concern for larger issues increases with growth level of occupation. He emphasized that growth in level increases the role efficacy of incumbent on enjoying higher-level roles further he stated that the role efficacy has several aspects, the more these aspects are present in a role the more the efficacy of that role is likely to be. He suggested that the incumbents differing with regards to various aspects of role, such as role taking vs. role making, role centering vs. role entering and role linking vs. role shrinking in accordance with the level of occupation as also with the role assigned to the occupation.
Sayeed (1992) investigated and verified the conceptual independence of role efficacy dimensions against the set of subscale confirmed the value of managerial role making behaviour in relation to current organizational priority leadership styles and a set of factors that determine the scope of managerial control. The result revealed that managerial role efficacy showed relatively strong linkages with appropriate structure, position, power and tasks structure and failed to relate with leader-member relations. From the results it appears that the role efficacy is more of a structural concept and it has a built-in tendency to moderate relationship between organizational processes. The significant mean differences of role efficacy across 8 situational control and two levels of hierarchy conforms the explanatory power of role efficacy. Sinha (1980) emphasized that the managerial behaviour seems to play much significant role than the organizational process. He asserted that making managerial role superbly effective will result in several outcomes in the organizations.

Wood (2007) suggested that person behaviour and identities within multiple contexts are assessed simultaneously and longitudinally, side by side general personality rating is necessary to make strong statements concerning the nature if the relationship between personality traits and role experience.

Warrier (1987) prepared the case studies of well-known highly successful managers. Some important characteristics perceived in his managers were unusual perceptions, work centrality, unusual courage democratic orientation and a contagious commitment.

Mathew and Podieval (1994) analysed variations in managerial effectiveness as related to reality of managerial activeness. Infact
this study was planned to empirically identify the actual context of managerial work and the frequency with which they are being performed in Public and Private sector and also it was intended to find out how performance of various activities moderate managerial effectiveness. The sample of this study consisting of 123 managers from 8 public sector organization and 18 private sector organizations were included in this study. The results revealed that the middle level managers were found engaged in several areas of activity which do not come under the preview of managerial functions and activities it also indicates that the nature and frequency of performance of various on the job activities explains variations in managerial effectiveness of managers working in public and private sectors. The findings of this study were discussed in light of their practical implications. The Indian researches attempted to identify the problems of Indian managers working in public sectors and private sectors, as suggested by several scholars, that there is an utmost need to reorient the public sectors because they several well the nation but in the changing scenario they are not able to meet the merging new challenges so that they are lacking behind in achieving the organizational objectives.

Pandey (1977) developed models for predicting the role efficacy and role stress of workers and supervisors using age education and experience as predictors of the role efficacy and role stress. The analysis of result revealed that out of 11 models developed for the prediction of the 10 dimensions of role stress. 8 models such as role stagnation, role expectation, role erosion, personal inadequacy, self role distance; role ambiguity and role inadequacy and role conflict were found good predictors of role
stress and out of 11 models developed for the predictions of 10 dimensions of role efficacy 8 models such as centrality, integration, proactivity, creativity, helping relationship, subordination, influence, growth and role efficacy total were found the predictor of role efficacy.

Chandraiah et al. (1996) studied occupational stress job satisfaction and type ‘A’ behaviour of middle and upper levels of managers working in different industries in an around Calcutta city. Out of 255 managers, 132 were of junior levels and 123 senior level managers. The subjects were asked to complete occupational stress and job satisfaction and type ‘A’ behaviour scales. The result showed intergrouped differences. Junior managers were found to experience higher degree, job related tensions and low level of job satisfaction. They also showed higher type ‘A’ behaviour and internal locus control. Overall stress was found related to the type of job and low internal locus of control. The result also indicate that type ‘A’ behaviour, scores were found negatively correlated with external locus of control and positively with job satisfaction. Shah (1997) focussed on some important issues to involve in increasing the effectiveness of managers in Indian organizations. The organizations operating in liberalized environment made efforts in upgrading the skill levels of their managers but the managers did not perform as per anticipated level of effectiveness. He suggested that the critical organizational issues in the direction of management development should involve empowering managers creating cooperation culture, reward system, communication system and conflict reduction as discussed that the effective handling of these issues would enable managers to
be successful in meeting the challenges in today's turbulent environment.

Singh (1977) discussed that the stress in organizations can be reduced by increasing control among employees. His argument in this regard is based on Seligeman's theory of learned helplessness and the positive relationship between perceived control and locus of control self-efficacy hardiness and sense of coherence. He stated that the empowerment strategies which may facilitate employee participation in decision making and role efficacy intervention or quality circles empowering. Leadership and monitoring were discussed.

Yonat and Nadler (2007) argued that individuals characterized as high field dependents have a greater tendency to anchor their identity in the social group than low field dependents.

Gumuseli et al. (2002) examined the process of transfer of training and its impact on job productivity, effectiveness and satisfaction. This study was basically concern in determining the impact of manager's reinforcement support and guidance on participant job attitude productivity effectiveness and satisfaction in the process of the transfer of knowledge skill and attitudes, which may be, acquire through a training programme into the work place. The study was conducted on group of sales executives participating in the basic sales programmes. The supervisor participants completed measures before and after training using experimental group with managerial support and control group with managerial support. The result revealed that the experimental and control group are found to differ significantly in terms of
their change from pre-test to past test with regard to behavioural change efficiency effectiveness and job satisfaction. The result was discussed in terms of the role of managers and transfer of training. Krosgaard et al. (2002) planned to explore the role of attribution in shaping employees trust in their managers in the context of negative events. Two types of managerial trustworthy behaviour i.e. open communication and demonstrating concern for employees and the organizational policies relating to attribution trust in the managers and in organizational citizenship behaviour. This study was conducted on union employees who were asked to respond to a critical incident regarding a disagreement with their managers. The result revealed negative relationship with attribution of personal responsibility for negative encounters and this relationship were found stronger when human resource policies were perceived unfair.

Ahmad and Khanna (1992) found negative correlation between occupational stress and job involvement. They also observed that high job involvement groups were found more satisfied with their job in comparison to low job involvement group counterpart.

Vanderberg et al. (1999) studied the impact of high involvement work process on organization effectiveness. The subjects of this study selected 49 life insurance companies. The subjects completed 4 sets of measures by the heads the human resources. The result yielded that the organizations policies positively influenced the high involvement work process.

Aleem and Khandelwal (1988) reported that women were less involved in their job than their male counterparts. The difference
obtained was explained in terms of the difference in education age and income. The result was concluded in the light of the factors which were positively related to job involvement were performance of intrinsic job outcomes, higher education, age and high level of income.

Anirudh Pandey (1995) conducted a study to find out the relationship between Role efficacy and Role stress of Engine drivers of Indian railways. The result revealed that the role efficacy and role stress was found negatively related. Education was found positively related with role stress and negatively with role efficacy. The advancement and experience on job showed differential impact on role stress and role efficacy. Further investigation showed that the responded expressed the feeling of role overload, resource inadequacy and personal inadequacy. On the basis of finding the author suggested to increase the performance effectiveness of drivers. The Indian railways should establish role efficacy and role stress labs to reduce the stress as related to the job of the drivers.

From on going discussions it appears that a role is a part or a function performed by a person in a particular situation and there are certain expectation of behaviour that are associated with most of the roles. The following example will make it more clear. In an organization we expect that a person who is a president to behave differently from a junior employee, the foreman is to behave differently from the workers or the Loan Officer behaves differently. When we know about a role of person is usually indicated by his assignment or job title it is possible to make some reasonable prediction regarding some of the behaviour of the role occupant even though we do not know the person. In
any organization people have to perform various roles and each of them is likely to carry a certain prestige and the amount of prestige largely depends upon the importance of the role to the achievement of roles and on preconceived expectation of roles for instance, we expect the role of president to be more important then that of Gen. Manager and it also carries more prestige, assigned to a president. The roles and prestige of the person influence behaviour and interrelationships in a significant ways. A person must think that in what ways he deals with the President. The President, a sharp foreman, worker and his secretary, if we think that the behaviour of Gen Manager might differ the question arises why do we think so, one can predict much easily about the prestige which is accordate to certain individual and roles they perform, from this explanation it becomes clear that low prestige and the roles act as cues to make such type of observations regarding the role which people hold in the organizations.

1.9 Hypothesis

The following hypothesis is to be tested to determine whether there are differences in middle and senior level executives in terms of their self concept, self discrepancy and role effectiveness.

(1) The purpose of the study was to ascertain whether middle and senior level executives differ with respect to each of the 10 dimensions of role efficacy.

(2) To determine whether high and low efficacy group of middle and senior level executives differ in terms of self discrepancy (positive negative and null).
(3) From amongst the 10 characteristics which characteristics are to be more frequently endorsed by middle and senior level executives, who are high and who are low in efficacy.