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INTRODUCTION

Almost every physical education teacher holds the house task responsibility. It is difficult to find out any physical education teacher of either sex free from house hold tasks. However, in addition to their household duties they are also working in different institutions as a coach or physical trainer etc, this certainly put them under greater pressure and makes them difficult to adjust themselves in various spheres of life.

The working physical education teacher of the present generation are performing multiple roles such as father, husband, father-in-law and employer etc, for man and mother, wife, mother-in-law etc, for woman. These role and responsibilities are thrust on them by the society in that they live and it is also considered that these are all normal and routine work and nothing extra ordinary. Over the years, formal attentions have been paid to the problems of the family adjustment. Physical education teachers are confronted with problems regarding their school, home life, school experiences, interaction with colleagues and social relationships. But these roles and responsibilities often developed several kinds of stresses, mal-adjustment and affect their psychic well-being which is responsible for mental conflicts. A person with least mental conflict will be in a better position to concentrate and perform whole heartedly in other pursuit of his life.
Indirectly it can be inferred that in physical education and sports, a person with less family problems will perform his professional responsibility more efficiently than a person who is suffering from mental conflicts. Therefore this variable has been considered to one of the important parameter to be included in this study.

A person with better psychological well-being is considered to be balanced person. He will perform his all responsibilities more intelligently, diligently and efficiently. The investigation of this characteristic will provide insight for the physical education teachers to modify their life style to achieve the quality of becoming a psychologically well-being person, to be successful in the profession and achieve job satisfaction.

Aspirations is the characteristic which motivates and inspires an individual to fix up his life goal and achieve them with their honest efforts and afterwards again reset the fresh goals to be achieved. Further this way a person goes progressing step by step in his professional carrier which provides him a great solace to become a successful person in his professional life. Therefore these two variables namely psychological well-being and aspiration level has also been considered most appropriate in this project.

The scholar has tried to include such variables which are non traditional and have been given least consideration in the profession of physical education for their scientific investigation.
Statement of the problem

The purpose of the present investigation is to find out in which area of day today life especially psychological well-being, aspiration level and family adjustment that physical education teachers are working in the private and government schools differ. Therefore the study has been stated as “A study of psychological well-being, aspiration level and family adjustment among the physical education teachers.”

Hypotheses

Keeping in view the objectives of the study, the following hypotheses have been formulated.

1. Psychological well-being of male physical education teachers will be higher than their female counterparts.

2. Family adjustment among female physical education teachers will be higher than their counterparts.

3. Aspiration level of male physical education teachers will be higher than female counterparts.

4. Psychological well-being, Family adjustment and Aspiration level will be higher in physical education teachers working in government school in comparison to physical education teachers working in private school.

5. Psychological well-being, Family adjustment and Aspiration level will be higher among the teacher
working in urban areas as compared to rural areas.

6. Psychological well-being and Family adjustment have direct relationship.

7. Psychological well-being and Aspiration level have direct relationship.

8. Aspiration level and Family adjustment will have direct relationship.

**Objectives of the study**

1. To compare the psychological well-being of male and female physical education teachers.

2. To compare the family adjustment among the male and female physical education teachers.

3. To compare the aspiration level among the male and female physical education teachers.

4. To compare psychological well-being family adjustment and aspiration level among teachers working in government and private school.

5. To compare psychological well-being family adjustment and aspiration level among teachers working in rural and urban areas.

6. To find out the relationship of psychological well-being and family adjustment.

7. To find out the relationship between psychological well-
being and aspiration level.

8. To find out the relation between aspiration level and family adjustment.

**Limitations**

1. The response of the subjects to the questionnaire might not be honest in all cases and this was recognised as limitation.

2. The general mood and environment factors at the time of responding to the questionnaire would have affected the response of the subjects and it was also recognised as a limitation.

3. The limitation of time and economic constraints were considered another limitation of the study.

4. No sophisticated apparatus or equipments were used.

**Delimitation**

The study was delimited to physical education teachers of Western Uttar Pradesh only. The sample has not been taken from all institutions of Uttar Pradesh rather institutions have been selected randomly.

**Significance of the study**

1. The study will be helpful to understand the psychological well-being of the physical education teachers.
2. The study will help to examine the relationship between aspiration level and family adjustment among the physical education teachers.

3. The study will help to examine the relationship between psychological well being and family adjustment among the physical education teachers.

4. The study will help to examine the relationship between aspiration level and psychological well-being among the physical education teachers.

5. The study will help to examine the relative difference in aspiration level among the male and female physical education teachers.

6. The study will help to diagnose the relative difference in family adjustment among the male and female physical education teachers.

7. The study will help to find out the relationship between psychological well being and aspiration level.

**Definition of the Technical Terms**

The variables which are used in present study have been defined as under:

**PSYCHOLOGICAL WELL-BEING**

The concept of well-being is difficult to define since it includes affective, cognitive and motivational aspects of life experiences with
subjective feeling of satisfaction. There are so many terms such as satisfaction, happiness, hope, optimism, positive mental health, and quality of life which are option interchangeably used as equivalent of well-being. These are the examples of the constructs, which are sometime involved in cause-effect studies, sometimes in prediction criterion studies and sometimes in search for common valance and clustering studies. It is to be noted that happiness and satisfaction are two words which are often regarded as equivalent of well-being. Happiness and satisfaction involves many life situations, such, as health, marriage, family work, financial situation, educational opportunity, self-esteem, creativity, belongingness and trust in others.

The dimension of human behaviour which is studied in the present study is psychological well-being. Nowhere the relevance of psychology to humans is more evident than subjective well-being or psychological well-being, which is to do with peoples feeling about their everyday life activities (Bradburn (1969), Campbell (1976), Warr (1978). Such feelings range from negative mental states (anxiety, depression dissatisfaction, unhappiness etc.) to positive aspects of life (good health, satisfaction, happiness etc.). Psychologists have relatively recently started studying it, but coming up with a lot of good fruits of it in spite of their short period of studying; Argyle (1987), Diener (1984), Eysenck, (1990), stack et al (1991).

Satisfaction is an over-riding concept which beyond the context
in which term like restoration of homeostasis and drive is used. Cantril (1965) found the term more suitable for describing an experience, which is unique to human being and is permeated with value overtones. Grichting (1983) has studied on "investigated happiness, satisfaction, constructs and gives valuable information with regard to the issue of domain, scope and degree". The term happiness was restricted by him but its ambiguity was also pointed out. The enunciation of domain, scope and degree was an attempt to clarify its meaning concomitants.

The work on subjective well-being or psychological well-being is carried out under the broad topic of quality of life. Well-being is viewed as a harmonious satisfaction of one's desires and goals (Chekola, 1975). According to Campbell and others (1970), the quality of life is a composite measure of physical, mental and social well-being. Although the subjective well-being or psychological well-being is a very important aspect of quality of life. Levi (1987) defined well-being as a dynamic state of mind characterized by a responsible amount of harmony between an individual

Abilities, needs and expectations and environmental demands and opportunities. There features of subjective well-being have been identified; (a) It is based on subjective experience instead of the objective conditions of life (b) It has a positive as well as negative effect, and (c) It is a global experience as opposed to experience in
particular domains such as work (Okum & Stock. 1987).

There is much confusion about the relation between well-being and quality of life. The WHO define quality of life as the Condition of life resulting from combination of effects of complete range of such as those determining health (including comfort in physical environment), education, social and intellectual attainments, freedom of action, justice and freedom of expression. well-being is often regarded as a broader concept which includes standard of living, level of living, and quality of life i.e., subjective well-being. Standard housing, sanitation and nutrition, the level of provision of health, educational, recreational and other services, level of living is shown by nine components; health, food consumption, education, occupation and working conditions, housing, social security, clothing, recreation and leisure and human right. These objective characteristics are assumed to influence human well-being. In 1996 WHO-QOL group proposed a broader range of criteria for subjective quality of life comprising 24 facets. The subjective definition of QOL considers that each individual has right to decide whether his or her life is worthwhile.

General well-being is defined as the subjective feeling of contentment, happiness, satisfaction with life experience and of one’s role in the world of work, sense of achievement, utility, belongingness and no distress, dissatisfaction or worry etc.'’ (Verma and Verma,
They put emphasis on the term ‘subjective’ well being because they attribute that the above mentioned aspects cannot be evaluated objectively. General well-being is a part of the broad concept of positive mental health, which is not a mere absence of disease or infirmity (Verma, 1988). Verma (1988) opines that the absence of psychological well-being /ill health does not necessarily mean presence of psychological well-being. A person can have both conditions poor, both conditions good and, any one of them good, with all its accompanying results. Psychological well-being is a person’s evaluative reaction to his or her life—either in terms of life satisfaction ‘cognitive evaluation’ or affect ‘ongoing emotional reactions’ (Diener and Diener, 1995).

According to Nishizawa (1996) the term ‘psychic well-being’ is generally interpreted almost the same meaning as “happiness” along with one’s cognitive appraisal of how satisfying his or her life has been and is, also encompassing positive prospect of life, “hope”. It also connotes integrative character of mental healthiness which is supposed to be composed of certain set of stable traits of personality, moral belief system as well as stocks of psychic-behavioural resources connected with one’s main life domains such as home, school or workplace.

Good life can be defined in terms “subjective well-being” SWB and in colloquial terms is sometimes labelled “happiness”. According
to Diner (2000), SWB refers to people’s evaluations of their lives-evaluations when they feel many pleasant and few unpleasant emotions, when they are engaged in interesting activities, when they experience, many pleasures and few pains, and when they are satisfied with their lives”. The field of SWB focuses on people’s own evaluations their lives. Diner, Sapyta, and Suh (1998) says that SWB is not sufficient for the good life but it appears to be increasingly necessary for it.

**Historical Antecedents**

The roots of well-being can be traced from the beginning of human civilization, since antiquity, it has constituted one of the greatest subjects in the field of philosophy of life as eudemonics [e.g. Aristotle’s Ethical Nicomachea] Happiness is supposed to be good fruit of religion. The very holy mission of the Jesus Christ’s Sermon on the Mount is to bring about true well-being for mankind. So it is the teaching of Siddhartha who become Buddha under the Bodhi tree on the banks of the Nairanjana River. By their fruits shall they know them; may not be only with regard to the specific religion concerned. It can also be applicable to other great religions in the world .In almost every religion it is claimed that .by the grace of people’s devout faith in the respective religion; walking with love on the righteous way should lead to their true well-being or to true worthiness of life, (Nishizawa 1998,p.1.) Since times immemorial men
Have prayed “serve sukhinah bhavanatuu” (Let all enjoy well-being). For centuries the emphasis has been on the negative aspect of well-being as emancipation from suffering for the consequence of events of action, or suffering from the tension from desire. The opening verse of the “SHIMMID BHAGAVAT” speaks of freedom from three kinds of suffering (Tape-trays) physical suffering (Adhibhautike type) psychogenic suffering (Adhyatmika type) and suffering originating from unknown forces (Adhidaivika type). The verses that follow dilate on psychologenic sufferings or clashes, those in which human beings get engulfed by the development of disordered (sauri) personalities caught in anxiety producing illusory fixation or attachment. The physical suffering involved in disease, old age and death had moved the Buddha to look for resources for emancipation from them, for satisfaction of what Murray (1938) had called the need harm avoidance.

The most important feature of well-being, according to Gaeta, is emancipation from anxiety producing fixations and attachments. The Koran talks about saber, tawakkul and Ghazali made a distinction between three verse kinds of expression of personality. One of the three expression, nafsemutmaina, is contented and satisfying soul; it is opposite to nafs-al-lawwam a, the admonishing or troubled soul.

There are some basic notions which are inherent in the Vedanta telling as that man’s well-being depends upon his understanding of the
meaning and purpose of life which cannot be taken apart from its creative force and its self-transcending quality, or the will-to-be from the point of view of the find out of life, meanings in life are to be found in the reality around us. All problems and sufferings in life to arise from “absorptions” of the creative force of life pursuits that frustrate its true meaning and are ultimately self-defeating, such as pleasure-seeking, searching for happiness in organic satisfactions and sensory pleasure; or else. They arise under an attitude of irresponsibility toward life and indiscriminate actions. We have observed that these notions enter in to all the emphases in the Vedantic view of life.

Measurement and Related Issues

The lack of agreement regarding the definitions of well-being and related concepts could be conveniently ignored if there was agreement in regard to the items to be included in an operational instrument. Several methodological issues are involved in studying the concept of psychological well-being. The negative aspects of well-being, like anxiety, depression etc. can be accessed through rating scales, self reports, projective test as well as some objective test of personality like MMPI, but the more positive aspects of well-being like happiness, satisfaction, etc. Define measurement, attributes of positive mental health has been discussed and being applied widely in psychiatry (Maslow, 1973).
Warr (1978) has studied on “three kinds of psychological well-being first tests reposed anxiety about the specific features of everyday life; second, about specific features of in general, and third obtains material about positive and negative effects. The last component of well-being was studied by Brad Burn on a large sample survey in U.S.A. He found positive and negative effects were/ uncorrelated; rather the two dimensions were related to quite a different set of variables. Positive affect was associated with higher levels contact and mere exposure to new experiences’. Negative affect was found to be associated with various indices of anxiety, fear of breakdown, physical symptoms of illness. Several research studies carried out in U.S.A. and U.K. have broadly confirmed. Bradburn’s results (Costa and Mc Care, 1980; Bryant and Veroff, 1982). Warr further pointed out the several facets of well-being are conceptually and statistically distinct but overlapping. Well-being is not the same as ‘happiness’ although the later is a component of the fernier. External factors such as sex, employment position, age, education, work orientation have varying influence on different facets of well-being; e.g. Warr (1978) concluded the unemployed people reported significantly lower well-being and more and more anxiety than their employed counterparts, however, employment position was related to aspects of well-being only for high-orientation groups and not for those in the middle-aged groups.

Reviewing the 1956-77 literatures on psychological well being,
Kozma and Stones (1978) have pointed out that even in the west, Multidimensional approaches to this construct have been used. The major research issues include diverse conceptualization of well-being. The differences in experimental procedures employed and the relationship between well-being and host of related variables such as personality and health. They advocated a narrow conceptualization of well being in terms of ‘current happiness’. Scanning several studies on the perceived quality of Campbell (1980) distinguishes three types of well-being: affect, strain and satisfaction. He advocated these three types of evaluation are all related but, without further theoretical classification, wisely keeps them a separate dimensions rather than combining them into an index.

The artefact of the questioning procedure or the specific item content pertaining to the affective aspects of everyday life experiences in different cultures, diverse conceptualization of well-being by various investigators and host of related issues of personality and health are methodological challenges. Whether we should operational and conceptualize narrowly well-being in terms of current happiness or adhere to what Campbell (1980), had distinguished viz. three types of well-being affect strain and satisfaction. Psychologists have been interested in measuring SWB for, but in the early studies on SWB, researchers studied the facets of happiness usually relied on only a single item instrument to measure each construct. For example,
Andrews and Withy (1976) asked respondents "How do you feel about your life as a whole" respondents were provided with a seven-point response scale ranging from delighted to terrible.

Recently attempts were made to develop more comprehensive instrument of SWB, which contain multiple items. The positive and negative scale (PANAS) developed by Watson, Clark, and Tellegen (1988) measure both and affect and the Satisfaction with life Scale assesses; life satisfaction with items such as "In most ways my life is close to my ideal" and "So far I have gotten the important things I want in life" (Pavot and Diener, 1993). Although the psychometric properties of these scales tend to be strong, they provide only one approach to assessing SWB.

The Depression-Happiness (D-H) scale also deserves consideration because it is also claimed to be measure of well-being. The scale was developed by Mc Grail and Joseph (1993): It contents 25 items out of which 13 are scored reversed. The bipolarity of the scale was studied by Joseph and Lewis (1998) who observed that well-being is the opposite pole of depression: "The D-H scale contains a mix of affective, cognitive, and bodily state item which can be used to provide quick overall assessment of subjective well-being".

Bhogle and Parkash (1995) developed the psychological well-being questionnaire (PWB) with the help of factor analysis. They identified the following sources of correlation among 70 items taken
from different sources:

1. Meaningfulness
2. Symptoms
3. Self-Esteem
4. Positive effect,
5. Daily activities
6. Life satisfaction
7. Suicidal idea
8. Personal control
9. Social support
10. Tension
11. Wellness

Nishizaa (1996) constructed the well-being scale (SWB), which comprised eight factors: good and poor mental health, social support and stress, and personal support and stress. Each factor consists of five items. The SWB was found to save reliable and valid indicator of people's well-being in that Cronbach Alpha 0.70-0.80; test-retest reliability (month interval) 0.79; convergent validity with Goldberg's 12 item GHQ (r=0.83) and Kozma and Stones’ MUNSH (r=0.82).

The QOL developed by greenly, Greenberg and Brown (1997) assesses subjective quality of life in the following seven areas identified with the help of confirmatory factor analysis:
In the past decade, researchers have used additional types of assessment to obtain a better gauge of long-term feelings. In the naturalistic experience-sampling method (ESM), for example, researchers assess respondent 'SWB at random moments in their everyday lives usually over a period of one four weeks. Sandvik, Diner, and Seiditz (1993) found that one time self-reported life satisfaction, ESM measures of life satisfaction, reported by friends and relatives, and people's memories of positive versus negative life events Interco relate at moderate to-strong levels. Moum (1996) found that low life-satisfaction reports pre-directed suicide over the following five years. Lucas, Diner, and Suh (1996) found that SWB measures showed discriminate validity from other related constructs, such as optimism. Thus, there is reason to believe the existing measures of SWB have some degree of validity (See Diner, 1994, for a review). Nevertheless, when and how the various measures differ has not been explored systematically. For example, Thomas and Diner (1990) found only a modest relation global and men-line mood reports
but researchers do not yet understand what different factors influence the two types of measures.

Despite the encouraging findings, SWB measures can be contaminated by biases. For example, Schwarz and Stake (1999) demonstrated in a series of studies that global measures of satisfaction could be influenced by mood at the moment of responding to the scale and by other situational factors. They also found that the ordering of items and other artefacts could influence of SWB. Eid and Diner (1999) found, however, that situational usually place in comparison with long-term influences on well-being measures. Another potential problem is that people may respond scales in socially desirable ways. If they believe that happiness is normatively appropriate, they may report they are happier than other types of assessment may indicate.

Although single-occasion of SWB has a degree of validity, and interesting conclusion have emerged from studies using them, the artefacts mentioned above suggest caution. For this reason, in the future researchers should more frequently combine other types of measures with one time scale. Although based on self-report, the naturalistic ESM can circumvent some memory and other biases that occur in more global reports. Because people are randomly signalled at many points in time and their mood in their natural life settings are recorded, a more fine-grained record of their experience of well-being is obtained. ESM yields information on how SWB varies across
situation and time. Kahneinan (1999) argued that ESM ought to be the primary measure of SWB, Stone, Schiffman, Devries, and Fraters (1999) reviewed in this area.

Additional method, such as physiological measures, reports by informants, and memory and reaction-time measures, also should be included in complete assessments of SWB. Although SWB is by definition subjective, experience can manifest itself in physiology and other channels, self-report is not the only way to assess experience. Because different method of measuring SWB can produce different scores, a battery of diverse measures will produce the most informative composite. Although each of the alternative measures has its own limitations, the strengths of the different type of measures are often complementary to each other. For example, in the memory measure developed by Sandvik et al. (1993), respondents are asked to generate as many positive and as many negative events from their lives can during a short period. Thus, with this method researchers can assess individual differences in the relative accessibility of memories for good and bad events and thereby can determine the valence-related structure of how respondents recall their lives.

In addition to using diverse assessment method, researchers need to use measures of both pleasant and unpleasant affect, because both are major components of SWB. Bradburn and Caplovitz (1965) discovered that these two types of emotions, formerly believed to be
polar opposites, from two separable factors that often correlate with
different variables. Indeed, their findings provided a major impetus to
study positive well-being, rather than assuming that it is only the
absence of well-being. Good life events and extraversion tend to
correlate with pleasant emotions, whereas neuroticism and negative
life events covaries more strongly with negative emotions. Cacioppo,
Gardner, and Bernston (1999) reviewed evidence indicating that
separate biological systems sub serve pleasant unpleasant affect. Thus,
it is desirable to measure them separately because different conclusions
often emerge about the antecedents and consequences of these two
types of affect. Although researchers can combine positive and
negative affect into an "affect balance" or global "happiness" score,
they may lose valuable information about the two types of affect.

Magaletta and Oliver (1999) differentiated among hope, self-
efficacy and well-being. Magaletta and Oliver sought the structure
underlying the instruments operational zing the concepts when the unit
of analysis was individual items comprising the instruments. They
discuss the origin of the constructs of hope, self-efficacy, and
optimism. They were of the view that hopes both will and ways while
optimism refers to general expectancy that one will experience good
out come in life. Optimism does not imply the specification of the
agency through which the good outcome is realized. Magalieta and
Oliver have not explained the construct of well-being beyond stating
that it is related to the constructs of hope, efficacy, and optimism. However, the General well-being Questionnaire used in the study is reported to have the following seven higher order factors.

1. Attitudes relevant to health and well-being.
2. Beliefs- ethical and spiritual and broad value that direct such goals as achievement and community with others.
4. Situations representing environmental forces and process, such as work and social settings.
5. Emotions-subjective aspects of feeling stress.
6. Physical complaints: symptoms of physiological and immune dysfunctions
7. Recent events, recent stressors.

The maximum likelihood method of factor analysis yielded four factors showing that, will, ways, self-efficiency and optimism are related but not identical constructs. The hierarchical multiple regression analyses that were done to predict well-being to find unique contribution of the predictors and enable to differentiate between them.

The findings of the study conducted by Magaletta and Oliver (1999) suggest that hope, self-efficacy, and well-being might all be thought of as cognitive sets that might reflect a positive orientation towards experience and thus contribute to well-being. It is further
suggested that the major difference in hope and well-being appears to lie in their temporal orientation, hope refers to future, and well-being has always been measured regarding the recent past. Oishi, Diener, and Lucas (1999) illustrate the use of daily-diary method, propose ‘Value-as-a moderator’ model of well-being and make use of hierarchical liner model approach which allows a more stringent test of whether higher level variables explain the degree of relations among the variables within-individual, without losing lower level variations. The following conclusions and commoners by the investigators deserve attention. “In short, satisfaction within the domain relevant to the salient life tasks at the time is more strongly related to global life satisfaction, than satisfaction with the domain irrelevant to the life task” (p. 162). The examination of individual, developmental, and cross-cultural variations in the processes of well-being is a promising pathway to gain insight into nature of subjective well-being.

The construct of well-being is a multidimensional and value laden. This imperative takes us to a very simple construction of well-being. “It is a hallmark of the subjective well-being area that it canters on the person’s own judgement, not upon the criterion judged to be important by the researcher. (Diener, 1984).

Hasan (2000) has raised some of the important issues involved in the construction of well-being.
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1. "Whether well-being is a dispositional trait, a state, or a process"?

2. "Should we pay attention to cognitive evaluation of life and emotional state but not to the factors which evoke positive emotions and blocked the possibility of the experience of negative emotions"?

3. "Should we assume that well-being of a child is the same kind of experience as well-being of a healthy young man senior citizen"?

Hasan (2000) suggested some of the well known method and procedures of construct validation.

1. Group comparison.

2. Study of change over occasions.


4. Use of factor analysis and multiple regression analysis.

While the last mentioned method is now frequently used by Indian psychologists to develop instruments, the multitrait-multimethod procedure is still ignored.

ASPIRATION LEVEL

An authentic approach to the study of self enhancement has been the concept of aspiration and individual aspiration level represents him not only as is any particular moment, but also as he would like to be at some point in the future. It is a "Measure" of his intentional
disposition, an important element of his long behaviour by knowing a person's aspiration level we learn deal about him.

Discuss a person's aspiration level gives up in sight into his ideal self the self that he would like to be. It has an important place in the psychology of personality because it is intimated to the human self, specially the individual self picture, which gives us knowledge of a person not only as he is but as he would like tube. This self is further complicated by the individual's perception of and expectancies toward other and by his success or failure in achieving his goals. These factors difficult to study objectively, but the aspiration level technique is a way to their better understanding.

The aspiration level, which a person sets up for himself, his frequently determine by the amount of self-esteem, which he needs to maintain. A person whose image is wavering and unstable will go to extreme length to prop it up. He may deliberately set his sights low to convince himself that he has succeeded, or aim so high that, although failure is in the cards, he prestige in his own eyes by impressing other with his high aspirations. The self conceals poor performance from itself in order to protect. Itself from the unfavourable judgments of other, self-defence and self-enhancement are closely intertwined an individual aspire for things out of immediate reach for to reason.

1. As a social self, he is infiel by the slandered of society to compare himself with other in the realm of achievement,
2. It is the nature every healthy human organism to reach out beyond the lime of it is current attempt. Without pursuing this distraction further it is sufficient to point out that, because the individual unavoidable compare his performance with those of other, he experiences either relation or dissatisfaction with his on accomplishment, an unintentional purposive individual, he setup goals and values whose attainment is essentially to his well-being. But success or failure in human aspiration has meaning only in the context of our knowledge of the which impel the individual the action, striving for provisioned goals, the individual self constantly under goes retracting in the light of the level of success that he is setup for himself to archive.

There are two classes of determine of the aspiration level those stemming for the cultural norms of a group, and those which are associated with individual’s self-image. The cultural determinants of aspiration level are all the culture upon the individual to raise his sight toward higher achievement. Group slandered are the most obvious cultures.

A person’s aspiration level also markedly determines by his self-image specially his idea self image. He strives and achieve, not only
because of an external pressure in the form of group slandered and other people's opinion, but also because of his loyalty to his conception of himself as persons. Thus, some individual eminence a high-level aspiration with little or no thought of the opinion of other, and despite repeated failures, such person's goal are self-oriented and not too easily swayed by the pressures of culture experimentation.

Jusknat (1937), developed indirect precise for studying aspiration level. She made used of a series of ten papers and pencil mazes arrange in order of difficulty, which the subject code easily recognized when glancing over them. The subject was asking to choose a maze and start working on it. The particular maze chose indicated his aspiration level. The idea of forming the situation in such a way that the subject expressed his aspiration level automatically code is considered to be significant advancement to the subjective inferential technique of hope.

Hoopes (1930). Method for studying aspiration level was inferential, which involved drawing interferences about subjects' aspiration level on the basis of over and verbal behaviour, including the expression of the task of activity. His observation revealed that success tends rays and failure tends, to lower the aspiration level, and that characteristic of the subject like ambition, consciousness and prudence etc. Exercise a determining effect obviously, the operation of these factors is not likely to make the individual a realistic enough is
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goal and expectation.

**FAMILY ADJUSTMENT**

The word adjustment came into popular use in psychology during the 1930 and was given strong endorsement by Shaffer and Shoben (1956) in his classical book "The psychology of adjustment". It mainly emphasized the biological adoption of the organism to its environment. Later on in 1961 Lazarus published his famous work "Pattern of adjustment".

The review of literature on 'Adjustment' clearly indicated that the concept of adjustment has been defined variously; biologists, educationists, mental hygienists, psychologists and other behavioural scientists have explained and described the 'Adjustment' in their own ways. The definitions of adjustment given by psychologists are reviewed in the following paragraphs.

Adjustment is psychology by which an individual manages to cope successfully with various demands of day-to-day life. Well-adjusted_individual is good in mental health; he or she is not duly distressed by stressors.

The concept of adjustment both in the world of common sense and in the scientific world is to indicate certain type of behaviour or a group. Though in the psychological world it refers to the behaviour of the individual, it can be applied also to a group of people in a particular situation. It is an act of adjusting or adaptation for a
particular purpose. It is the state of being-adjusted. It is also the act bringing something into conformity with the external requirement. In the psychological world, it is stated that it is a process of establishing a satisfactory relationship between the individual and his environment, during the course of interaction people learn to change their behaviour so as to get along with other people.

Karen and Weitz (1955) state that the organism is having certain needs or desires that must be fulfilled in order to adjust to the environment. As a result of this, organism changes its behaviours in various ways for maintaining its behaviour in the environment.

Lehner and Kube (1964) and Coleman (1956) say that it is a continuous process of interaction between ourselves and our environment and it is the effectiveness of an individual effort to his needs. Lazarus (1961) stated that adjustment consists of psychological processes by which the individual manages or copes with various demands of pressures.

Maas (1970) defined adjustment as the ability to get along with others. Freedenberg (1971) said adjustment involves transaction with the environment, which may result in a change in one's behaviour, or a change in the environment or both. Each one of us experiences both internal as well as external need. Adjective behaviour may be viewed as concerned with three level of adjustment, those meeting the psychological and the sociological need of the individual. Pareek et al.
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(1976) conceive of adjustment in terms of one's orientation toward his parent, peer, school and himself in terms of the satisfaction he derives from his interactional relationship with the significant others and himself. Adjustment may be defined as "your continuous interaction with yourself, with other people, and with your world" (Calhoun and Acocella, 1978, p.12). These three factors are constantly acting upon them as well as.

The concept of adjustment refers to active, creative effort to live effective. Newman and Newman (1981) consider five aspects of adjustment for the effective living. They are:

1. Gaining skills through interaction with one's world.
2. A degree of control over one's daily life.
3. Successfully meets the challenges of life.
4. Self-understanding.
5. The ability to make accurate judgments about the people and places in one's life.

Review of the literature on adjustment suggests that most of the psychologists agree on the definition of adjustment in terms of achieving balance between one's own internal demands and requirements of the environment or between internal psychological forces and external condition. For all purposes adjustment is taken to be process and not a condition.

The adjustment process is multidimensional. This aspect of
adjustment has been emphasized by Shaffer and Shoben (1956) said that “Adjustment is a process by which a living organism maintains a balance between its need and the circumstances that influence the satisfaction of need”. These needs can be biogenic, originating in society, personal or communal or arising from any other conceivable source.