CHAPTER - 1

INTRODUCTION

The most urgent problem of our world today are the problems we have made for ourselves. Miller et al (1971) in recent years have made it clear, that the most perplexing problems faced, are social problems whose solution will require us to change our behaviour and our social institutions. Our social world has been drastically changed due to industrial revolution, Second World War, urbanization and population explosion. The Family, which is the basic unit of society, has also undergone many changes which in turn has influenced the development of personality.

The term personality refers to the total behaviour of the individual but particularly to those relatively enduring and consistent aspects that cause us to resemble others in some ways and to be totally different and unique in others (Lindgren-1973).

The determinants of personality are many but some of them have their greatest effect on the core of personality pattern, the self-concept and some of the traits related to the core. Family is one such factor which greatly influences the core of personality. Because of tremendous scientific and technological progress, our social life has become too complex. In the urban society, because of economic pressures both husband and wife work to earn their livelihood. Under such condition the children are looked after by the baby sitters. The old Indian pattern of the joint Family is disintegrating which profoundly influences the development of children's personality. In addition to these TV and other mass media are strongly influencing our behaviour.
patterns. They are clearly creating difficulties in the process of socialization which is very important for social adjustment. Because of these and many other factors even close relatives are drifting away from one another. More recently the Government is stressing the need for small families to control the population growth slogans like “We two our two” have their positive effect. In cities like Mumbai children rarely know their close relatives.

The purpose of this study is to find out the influence of Family size on the development of personality, particularly in the context of the Indian society. In this study an attempt will be made to find out the effect of Family size on self-concept and the dimensions of security - insecurity and extroversion and introversion.

1.0 FAMILY

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

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

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

1.1 Why Family influences predominate:

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

1.1.1 Time spent in the home:

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

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

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

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

1.1.3 Emotionally toned relationships:

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

1.1.4 Early social experiences:

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

1.1.5 Security of environment:

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

1.2 Size of Family

The kind of Family a person grows up in or lives in as an adult is influenced by its size and composition in terms of the people who live under the same roof and are interrelated in their patterns of living. The size of the Family influences the personality pattern both directly and indirectly.

Directly, it determines what role the person will play in the Family constellation, what kind of relationship he will have with other Family members and to a large extent, what opportunities he will have to make the most of his native abilities. Indirectly, Family size influences the personality pattern through the kind of home climate fostered by families of different sizes and by the attitudes of the most significant members of the Family towards the person.

According to popular belief, the larger the Family the more frictional it will be. This has been explained mathematically by Bossard and Boll (1966).
They say that the number of interpersonal relationships in a Family can be determined by the following formula

\[ X = \frac{Y^2 - Y}{2} \]

Where \( X \) is the number of interpersonal relationships and \( Y \) is the number of Family members.

1.2.1 Effect of Family size on personality:

Only children develop a different personality pattern from those who spend the formative years of their lives in a Family with one or two siblings, and they differ from children who are members of large families, including relatives who are a permanent fixture in the Family constellation.

It is not sized that is primarily responsible for the differences, but other conditions that develop as a result of Family size. When a Family is large, and it becomes much more important that all Family members do their share. Furthermore it is impossible for parents to devote as much time and attention to each child as is possible in a small Family.

In addition, because of economic restrictions, it is rarely possible in a large Family to give all the children the material possessions educational and recreational advantages and opportunities for social contacts that children from small families enjoy. People who grow up in large families often feel deprived, and many develop feelings of martyrdom and of resentment against the father for not earning enough to provide them with the advantages their friends have.
Another aspect of the connection between Family size and personality is the amount of understanding and empathy found in families of different sizes. The ability of a Family member to identify with another and to understand his interests, values and points of view will go a long way toward producing a healthy climate. In a small Family, parents have time to empathize with their children and to communicate with them. In a large Family, there is less time, and, also as the number of children increases, the gap between the generation grows wider. This combination of conditions tends to lead to less warmth and less understanding in the large Family.

1.2.2 Effects of different sized families on personality:

A good deal of evidence has been collected and that relating to four different Family sizes will now be examined.

1.3.1 One child families:

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

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

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

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

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

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

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

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

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

1.3.2 Small Families:

A “small Family” is one that has two or three children. Most small families are “planned” families in so far as the number of children, the timing of the arrival of the first child, and the spacing of subsequent children are concerned. Since the children are wanted, the parent-child relationship is usually warm and wholesome. This contributes to a healthy home climate. In a small Family, democratic control usually prevails, permitting each Family member to develop his own interests and talents and thus encouraging creativity and individuality.
Most small families are economically secure enough to give all children opportunities to prepare themselves for adult life. However, as few parents can provide advantages for their children without personal sacrifice, parents of small families lend to put great pressure on their children and accuse them of not being appreciative if they fail to live up to parental expectations. Children develop strong feelings of anxiety, and their achievements are not as ego satisfying as they might otherwise.

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

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

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

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

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

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

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

Medium sized families have four or five children. They seem to provide a happy medium between small and large families and at the same time, counteracting the unfavorable characteristics.

The child who grows up in medium sized Family never has a reason to feel lonely because he always has siblings around. Nor does he have to feel neglected or rejected b hypercritical parents; he cans garg up against his parents with a sibling who feels much as he does. In addition, having enough siblings for constant companionship provides learning experiences, which will help him make good social adjustments outside the home.

Except in times of economic depression parents of medium sized families can usually provide opportunities for each child to develop his abilities. But since this can be done only with parental sacrifice, perhaps with the mother taking a second job outside the home, there is less likelihood that parents will force these opportunities on a child who shows little or no interest in them. As a result, the child is freed from pressures to live up to parental expectations, regardless of his abilities.

To avoid a chaotic home climate, a medium sized Family must have reasonable discipline and must enforce rules on all Family members. This trains the child from his earliest days, to confirm to a pattern that will make life pleasanter for all a habit which will lead to favorable judgements by people outside the home.

And as the burden of work involved in living in a medium sized Family is too much for parents to carry alone, every child learns to be a cooperative
member of a working team. This, combined with conformity to group expectations of approved behaviour, will help to develop a personality pattern that will lead to good social and personal adjustments.

In any Family, parental favoritism always causes resentment among the children who are not favored and feelings to superiority on the part of the one who is the favorite. As Family size increases, so does the tendency to have favorites. Favoritism has an unfavourable effect on the home climate as well as on the personality patterns of all the children. One of the leading causes of unwholesome personality traits is variation in the abilities of siblings. Even when a child is superior to his siblings in some ability, his success may not receive the recognition from parents and siblings that those of another sibling receive. A girl who is outstanding in sciences, for example, may not receive as great recognition as a brother who is a good athlete. Lack of recognition militates against the development of self confidence that success normally brings, and leads instead to a feeling of resentment.

How a medium sized Family affects the personality pattern of the parents will depend on how satisfied they are with the size of the Family and how adequate they feel about performing their parental roles. If the mother feels that she is overworked by having so many children, she will probably feel martyred. If on the other hand, she has the willing co operation of the all Family members she will enjoy her role and have pride in the affection and co operation of her children.

In the same way, a father may have great pride in his children and their achievements if they appreciate the hard work and sacrifices he makes for them. It is ego satisfying to him to have others recognize their successes.
When his children are critical of him or when they gang up against him and show a preference for their mother, however, he feels that he is both a failure as a parent and a martyr.

1.3.4 Large Families:

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

In a large Family parents have too little time to overprotect or indulge any child. Children therefore learn to be independent and mature in their behaviour at an earlier age than in smaller families. If all the work entailed in bringing up a large Family is to be done, every child must learn at an early age to be cooperative and to carry his share of the load. The child who grows up in a large Family never has to be lonely. And with a number of siblings to choose from, he can usually find at least one who is congenial and companionable. As a result, he learns to be social and to enjoy social activities.

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

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

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

Lack of adequate supervision and guidance, especially when the mother must work to help meet Family needs, leads to undisciplined behaviour in school, antisocial behaviour outside of school, and personality maladjustment. The problem is greater for children from large families than for those from smaller families. Consequently, children who grow up in large families tend to make poorer personal and social adjustments.
How having a large number of children affects the personalities of parents depends largely upon how they feel about the size of the family whether they wanted a large family and planned for it. In general, the personality effects are likely to be unfavourable. Both parents feel that over worked and deprived of the material possessions and opportunities for recreation that their friends with smaller families enjoy, while they may not feel martyred, they often envy friends who have fewer home duties and responsibilities.

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

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

1.4 Influence of Family size on Family relationships:

The family may be of any size, ranging from husband and wife to any number of relatives. The nuclear family composed of husband and wife and
their children has fewer members than the elongated Family composed of the nuclear Family plus relatives.

The typical Family of today, especially in urban and suburban areas, is the nuclear Family. It is assumed that this kind of Family unit is better for the child’s development and that nuclear Family relationships are healthier than those of elongated families. It is also assumed that Family relationships are better. To determine the validity of these assumptions, one must examine the effects of different Family sizes and compositions on Family relationship and the reasons for these influences.

* Why Family size influences Family relationships?

Family size is not responsible for the kind of relationships that develop among Family members. Instead, they depend upon a number of factors, four of which are especially important.

1.4.1 First the number of interactional systems in a Family must be considered.

Each Family member has his own interests, needs and aspirations, and so each makes different demands on every other Family member. This often causes friction and leads to an unhealthy emotional climate. When the mother’s demands on the child are different from those of the father, for example, or when mother and father use conflicting disciplinary techniques, the child is at a loss to know which parent he should obey or give his allegiance to. If he obeys one parent, there is likely to be friction with the other and friction between the parents.
The larger the Family, the greater the number of interaction systems and, normally the greater the friction in the home. However, friction is often counteracted by the authoritarian discipline of the parents. To avoid the unhealthy home climate that friction gives rise to and to enable each Family member to live in harmony with other Family members, parents of large families more often use authoritarian child-training methods than do parents of smaller ones.

1.4.2 Second the composition of the Family affects the relationships.

When the Family is composed of more female than male members, as is likely to be true in elongated families, friction tends to be greater. Females are in the home more than males and, as a result, have closer and more continuous relationships with one another a condition that leads to friction.

Every Family is composed of individuals of different ages, and each member will have interests related to his own developmental level. The wider the age range the greater the difference in interests and values, and the greater the possibility of friction. This is especially noted in families which include grand parents or overage parents.

In many families, relatives roomers or domestic help become a temporary or permanent part of the Family group. Their effect on Family relationships will depend on whether their presence is temporary or permanent and on what their relationship with the child is. A grandmother who visits the home infrequently is less likely to cause a frictional
relationship within the Family than is the grandmother who lives in the home.

1.4.3 Third, Family relationships are affected by parental attitudes towards Family size parents who want a large Family and have such a Family will create a favorable emotional climate in the home because they are happy in their parental roles and willing to make the personal and financial sacrifices demanded by a large Family. When on the other hand, parents wanted a small Family, but have a large one, their attitudes toward all their children will tend to be unhealthy. They will resent having to make sacrifices in time, effort, and money, and they will often blame each other for the larger - than hoped for Family. Their resentment will lead to poor marital relationships and have unfavourable effects on Family relationships.

1.4.4 Fourth, the spacing of the arrival of children affects Family relationships, depending on how it coincides with parental desires. Parents may want to have children close together for example, so that the interruption in the mother’s career will be shortened or so that the children will be companionable. If the arrival of children coincides with these desires, parents attitudes will be favorable.

1.5 Influence of different-sized families on Family relationships:

It is customary among sociologists and psychologists to divide families in to four general categories, the one - child Family, the small Family, the medium-sized Family and the large Family.

In the one-child Family, the nuclear Family consists of one child in addition to the two parents. This kind of Family is more likely to become
elongated by the additions of boarders or relatives living under the same roof than are families with several children where extra space is less readily available.

The small Family is one in which there are two or three children, the medium sized Family has three, four or five children, and the large Family has six or more children. In medium sized families with three or four children the pattern approximates that of the small Family when there are five children, it more closely approximates the large Family in its effects on Family relationships. Small, medium sized and large families are more likely to be nuclear than elongated because of the lack of space and money to take care of outsiders.

Each Family category is, of necessity subject to different influences and these will result in different home climates and different kinds of Family relationships.

A careful study of the factors that influences Family relationships in each Family category will reveal that each has some conditions that are likely to lead to good relationship as well as some that are likely to lead to poor relationships. Therefore it is impossible to say which category is the best from the point of view of the effect it has on Family relationships nor is it possible to rank the categories in order of merit. However it is generally agreed by sociologist who have made extensive studies of the effects of Family size that, all things considered, the medium sized Family-especially that with three or four children is probably the best from the point of view of healthy Family relationships, while the large Family is probably the worst.
1.5.1. Relationship with relatives:

As children grow older their relationships with their relatives, especially their grandparents, usually change. The doting grandmother who 'spoiled' the child when he was a baby may turn into a strict disciplinarian, and the grand father, who became with pride at the sight of his new grandson, may now terrify, the young child by his scolds, his threats of spanking, or his tales about what happens to naughty children after they die.

Effects of deterioration in Family relationships.

Changes in Family relationships sometimes result in more harmony. Unfortunately, this is the exception rather than the rule. Once poor relationships are established, they tend to persist and grow worse, partly because people developed the habit of reacting to one another in a particular way and partly because there is less and less communication between them and thus less understanding.

Studies of the way mothers treat their children reveal that treatment during infancy is significantly related to later treatment. Changes usually occur in quantity of treatment rather than in quality, indulgent parents tend to become more indulgent and rejective parents more rejective consequently, small frictions in early childhood are likely to become major disruptions in late childhood.

If a child misinterprets parental behaviour and feels that his parents reject him or love him less, he will become anxious, insecure and rebellious. The parents, not understanding what is behind the child's behaviour, feel unappreciated and rejected. In time they will reject him because of the
mutual hostility that is generated. This vicious cycle may begin at any time, but it is most likely to begin early in childhood, when the child finds it difficult to understand the behaviour of others unless the reasons for their behaviour are spelled out for him in words he can comprehend. Once it begins it is likely to gain momentum.

It is one of the people involved in a poor relationship can change his attitude, the relationship may readily improve. This is most likely to occur if there is a period of separation to enable all involved to get a better perspective on the problem. Few children are away from home and parents long enough to gain the therapeutic effect of separations, however, even summer camping is not usually enough to allow parents to change the pattern of their behaviour toward the child.

1.6 Family factors :-

A good number of studies have considered independently some Family factors, which influence behaviour of the individual. It will be relevant to survey these studies briefly.

It is found that children from larger families show less problem behaviour than children of other forms of families. That the children from nuclear families specially, the only child are always considered to be problem children whereas the children from the larger families are given sufficient opportunities to compete and co-operate with the other children. So they have less problems.
1.7 Parent – Child Relationship

According to Aristotle community is a union of families. In this way the individual Family is a unit of community. Maclever has called the Family the nucleus of social organization. From the very ancient times to the present day, Family has retained its importance in its role of a primary and fundamental unit of a social organization.

Human personality develops in a social environment. In childhood, the personality of an individual is susceptible to change and variation. He can be turned in practically any desired direction. Freud has contended that the personality of man is formed in his childhood and the period after that ( ) only its development. In view of the fact that experiences, habits, etc. Acquired in childhood are so much important. The Family situation also becomes important because the childhood of the individual is spent within the precincts of the home. The Family situation can be regarded as comprehending three factors.

1) Relation of parents to child
2) Order of child’s birth
3) Presence of brothers and sisters and other members in the Family

The important role is played by the Family in the formation of the child’s personality.

Having affected a psychological analysis of the importance of the parent child relationship the Psychoanalysts have tried to show why the child have tried to show-why the child is influenced to such a great extent by his parents and the relation in which he stands with them. According to Freud the parents
are present before the child as ideals. They are powerful and Strong and can perform all activities efficiently. The child affects identification with his father unconsciously. He wants to become as his father. It is often seen that the young child dones the cloths of his father and imitates his manner of walking and talking. This child behaves precisely as do his parents. Besides identification the second element in this is that of imitation. The child learns much by imitation. There are many activities that the child learns to perform merely by observing and imitating the older members of the Family. For the child, the parents are examples and it will be very difficult to prevent children from indulging in activity in which the parents themselves indulge particularly, when they do so infront of the child. This difficulty arises because the child feels that what the parents are doing should be done. In this, both identification and imitation are included. The child also receives suggestion from his parents. The activities in which the parents indulge automatically suggest themselves to the child. In this way, the process of identification is not the only process that is activated in the relationship between the child and the parents but are supplemented by the process of imitation suggestion and sympathy.

1.7.1. **Causes of the child's neglect by the parents.** :-

The relationship between the children and their parents in fraught with psychological elements and hence the parents should be very careful in their behaviour towards the children. Sometimes the parents are found Neglecting their children. There may be many reactions of such neglect. Some of the reasons have been recounted below:
1.7.1.1 Ugly or unattractive child:

If this is the case the parents feels disgusted with the child and they start scolding him

1.7.1.2 Hindrances in the mutual love between husband and wife:

It is said that every child is like a wall between the husband and the wife, and every new addition to the Family is another wall separating the husband from the wife. Then there is hardly any occasion for surprise if the parents occasionally feel disgusted with the children. There is no doubt that the presence of a child or a large number of children leaves very little time for the husband and wife to attend to each other. But then, this is an inevitable sacrifice if the couple wants to wallow in the glory of parenthood and if this sacrifice is not there, then no couple has the right of parenthood.

1.7.1.3 Mutual hatred of husband and wife:

If the husband and wife have cause to hate each other they also start hating the children because the children represent their parents when the relationships between husband and wife deteriorates the great problem that raises its ugly head is that of the adjustment of the children.

1.7.1.4 Undesired children:

In every Family only a certain limited number of members can be comfortably fed and clothed depending upon the financial condition of the Family. If the number of children increases beyond the maximum limit the needs of everyone cannot be fulfilled with ease. The result of this bitterness is
that the attitude of parents towards the children can no longer be one of love and affection.

Parents start misbehaving with their children on many other pretexts than those mentioned above. But in each case this misbehavior is unwarranted and unjustified whatever the reason behind it. It has a very injurious influence upon the individual child. Every child wants to be loved and if he is deprived of this love he either becomes cold and the development of his personality is stunted or otherwise he is infested with a sense of inferiority, insecurity, fear etc., all of which are abnormal conditions.

1.8 Impact of criminal tendency :-

The misbehavior of the parents and their neglect of the children are important factors due to which children offer become juvenile delinquents. According to the report of "Women of the street", an important research on the prostitutes of London, the problem of the prostitution has its origin in the relationship between the child and the parents. Often when the child is deprived of parental love and is sternly punished frequently he is so much filled with the desire to revolt that he runs away from the home when he gets the opportunity to do so. Once away from the home he falls in to criminal ways. If neglected by his parents the child feels helpless and alone as a result of which he develops many complexes. The child becomes a delinquent also when the parents try to conceal too much from him for example, the children are apt to ask their parents as to where they came from or where the younger child came from and they are often misled. When they come to know of their true source from servants or from their friends they develop a sense of insecurity because they are deeply hurt when they understand that their
parents do many things that they would not have the children known. The sense of insecurity often turns children into sex crimes.

1.9 Excessive love of children :-

While some parents are seen neglecting and detesting their children others are seen showering excessive love and affection on them.

This behaviour has its origin in some sources as follows :-

1.9.1 Late fructification :-

If the husband and wife have had to wait long for the first child they are naturally prone to be lavish in their love and affection for their child.

1.9.2 Sex difference :-

As has been pointed out earlier, according to Freud the reason behind greater love of daughter by father and of the son by mother may be a difference between the respective sexes.

1.9.3. Helpless condition of the child :-

If the child happens to be weak, ill, retarded or disabled in any other manner, the parents offer great affection for the children.

In addition to those mentioned above there may be some other reasons behind the excessive love of the parents for their children. For example, those who have had crud and harsh experience of life tend to bestow excessive love upon their children because they realize the importance of love in life. In India the mothers prestige shoots high if she gives birth to a son and
hence it is only natural for the mother to love her son very much. The child is also loved more if it happens to be beautiful.

Whatever the reason behind it, excessive love and affection are bad for the personality of the child from the psychological viewpoint. If the parents love the child too much he tends to depend upon them inordinately. The result is that his capacity for independent decision is not properly developed and he often becomes obstinate, self centered and selfish. He is deprived of the power to shoulder responsibility and he tends to become disturbed over when faced by a very simple problem. He finds it necessary to refer to others and solicits their advice in practically everything.

1.10 **Important factors in parent child relationships:**

The following are the most important factors in parent child relationships which influence the personality and behaviour of the child.

1.10.1 **Excessive love or neglect:**

Both excessive neglect and excessive love and affection are not to be desired in the relationship between the child and parents. Both are the origin of difficulties concerning the personality and all kinds of problems take root in the mind of the child. Similarly, it is harmful both to place absolute control on the child as well as to leave him to his own mechanism. If the child is given too much freedom he does not develop any respect for authority and cannot be governed. If he is placed under excessive control, his personality is not allowed to develop and he is obsessed with a sense of inferiority and sometimes even turn to crime. The truth of the matter is that if the child is to be disciplined and educated a bitter pill must be swallowed. It is very difficult
to bring up a child. In this connection it is necessary that there be much balance and understanding. Then, there can be no one-universal rule that can apply to all children. Some children are amenable to greater control while others respond to a lighter degree of authority just as all children do not react in the same manner to parental love or neglect. All that has been said before is true in a general way but it is also open to exceptions.

1.10.2 Improper discrimination (Sibling Rivalry)

Sometime parents discriminate between their children. They have unlimited love and affection for one while another receives only scolding and punishment. Sometimes it is the beautiful child that is loved while the ugly once is neglected. Whatever the reasons at the root of this discriminatory behaviour, it is bad because it arouses feelings of hatred for each other among the children. When the child observes that his brother or sister is being loved more than he is he grows anxious and wants to take revenge this injustice sometimes he becomes violent and aggressive and tries to harm other children. He becomes disappointed, insecure, fearful etc. But it is also possible that the child may try to win the admiration and love that has not been accorded to it. Whatever the outcome, it is undesirable and psychologically unjustified to indulge in this kind of discrimination.

1.10.3 Moral Character of the parents :-

The personality of the child is also appreciably influenced by the moral thoughts and conducts of the parents because usually the child looks upon his parents as ideals on which to mould his life. In order to inculcate
morality in the children the parents should place an example before them in the form of their own exemplary behaviour. There are very few children who can mould their behaviour according to ideal, social values and conceptions when they see their parents indulge in theft, sexual immorality, falsehood, deception and such other forms of misconduct. In Miss Elliotts study the parents in 67 broken homes and 44 percent unbroken homes were found to indulge in immoral behaviour. It the mother indulges in prostitution her daughters have no inhibition against it and they would have no qualms in imitating her and proceeding towards immorality and corruption.

1.10.4 Mutual relation of the parents:

The personality of the child is further open to another important influence, viz., the mutual relation between husband and wife. If the husband misbehave towards the wife then the child, Particularly the male child, takes exception to it and this increases his hatred for the father. This can, under certain circumstances, lead to terrible consequences. Similarly, if the wife misbehaves with husband, the female child in particular is likely to dislike it and hence she hates her mother. Constant conflict and quarreling between the husband and wife leads to the creation of an atmosphere of insecurity in the home which is not at all conducive to the development of the child's personality. If the relations between husband and wife are good, the children have a good and encouraging ideal infront of themselves which they can imitate to good effect. They then try to be good themselves. It is only natural for the child to develop some personality defects if the relation between his parents is not good.
1.10.5 Broken Family :-

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

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

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

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

Feelings of adequacy are heavily dependent on the development of competencies-physical, intellectual, emotional and social-for dealing with the tasks and problems of living.

The need for security develops with and is closely related to the need for adequacy. The growing individual soon learns that failure to meet his biological or psychological needs leads to unpleasant results. Consequently he strives toward the maintenance of whatever conditions can be counted on to assure the present and future gratification of his needs. The need for jobs with tenure, in social security legislation in insurance against disability and other contingencies, and in society’s emphasis upon law and order. Feelings of insecurity may have widely differing effects on behaviour but pervasive and chronic feelings of insecurity typically lead to fearfulness, apprehension and failure to participate fully in one’s world. The more adequate a person feels and the greater his level of competence, the less aware he is of his need for security and the more he may, value the exploration of unfamiliar paths and freedom for self-direction.

1.12 self-concept

It is concluded that the low self ideal disparity subjects were better adjusted than high self ideal disparity subjects. The results reported by different psychologists emphasize the view that self concept is a consistent predictor of behaviour.

The concept of self has had a long history. Philosophers long wrestled with the relationship of the subject and the object, the knower and the known,
the self and the world. Psychology, anxious to be scientific, rejected the idea of self, as it could not be investigated by scientific methods. But social psychology, child and clinical psychology have brought the idea of self back into the field of psychological study.

The individual's view of himself is his 'self concept who he is'. Because he is personality involved in his environment as shown by his claims 'my house', 'my college' 'our street', this environment is also a part of his self.

Child psychology too needs the concept of self to differentiate the physiological. Psychological make up of the child from those of the people around him to account for his growing awareness of his own personality and to render a more intelligible account of his social development. Abnormal psychology presupposes a reference to self in all discussions of defence mechanisms and psychoneuroses. Freud's theory of personality stresses the need of harmonious relationship between the id, the ego and the super ego; the ego or self is forever trying to bring out an adjustment between the demands of animal nature and moral conscience. In psychoanalysis one of the aims of therapy is to increase self esteem of the patient and to correct faulty self evaluations. G.W. Allport has attacked selfless psychologists, and stressed the functional autonomy of self and its motives, and most of the present day psychologist is in favor of reviving the idea of self in psychology.

1.12.1. The nature of self:-

The concept of self is so persistent and prevalent in human thinking that questions about its nature have been raised from time to time. We have the time honored statement of Descartes 'I think, therefore, I am' and the statement of F.H. Broadly though not so well known but nonetheless
significant, 'Besides that which at any moment is experienced, you have also the thing to which that experience belongs.' But we have to confine ourselves to the nature of the social self.

G. Murphy says that the 'self is the individual as known to the 'individual', it is the way in which one perceives oneself. It is the center of anybody's experience thoughts, emotions, attitudes, knowledge and sentiments. Even the most unselfish person may be described as having made the quality of selflessness as a dominant part of his self image.

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

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

Colley recognized that the personality of the individual is markedly influenced by his conception of his role in the social group, it is a social product emerging from the give-and-take relation with others, and all the ideas, persons and activities with which the individual identifies himself are included in the self. Cooley coined the term ‘looking glass self’ by which he meant that the individual’s behaviour is the reflection of

1) What he imagines he appears to be to other people, 2) What he thinks the judgement of the other person is regarding such appearance, and 3) a result self feeling, such as pride or humiliation. Our self estimates depend on interaction with others, and we are socialized by a feeling for judgement of us held by others. He wrote: “In a very large and interesting class of cases the social reference takes the form of a somewhat definite imagination of how one’s self ... appears in a particular mind and the kind of self feeling one has is determined by the attitude toward this attributed to that other mind. A social self of this sort might be called the reflected or looking glass self: “ Each to each a looking glass reflects the other that both pass.”

A self idea of this sort seems to have three principal elements: the imagination of our appearance to the other person, the imagination of his judgement of that appearance, and some sort of self-feeling, such as pride or humiliation.

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

1.12.2 The concept of self concept: 

The term ‘self – concept’ has great significance. Self concept, self esteem, self evaluation and self picture are often used synonymously.

Research investigations related to self concept have important indicators. In the field of psychology the term ‘self concept’ is so widely used that in its most naïve sense it can be generally understood as a persons ideas, feelings and attitudes about ones self i.e. how one perceives oneself. There are many approaches to explain the term ‘self’ with different perspectives and point of view.

1.12.3 Core characteristics of the self concept:

Critics of the notion of self concept complain that traditional psychology regards the self concept as a straight jacket, which once acquired during our formative year resists further efforts at change. A more appropriate approach, they contend, would be to view the self concept as a loosely fitting garment that is continually being altered with experience. Actually there is some truth to both views.
Once established, the core of the self concept exhibits a high degree of stability, as seen in the consistent ways we perceive ourselves over time. Peripheral aspects of the self can, and often do, change rather quickly. But the core of the self which comprises those aspects of ourselves we regard as very important to us tends to perpetuate itself. Essentially the self concept functions as a filter through which everything we see or hear passes. It thereby exerts a selective, circular influence on our experience, so that we tend to perceive, judge, and act in ways that are consistent with our self-concept.

1.12.4 Self-consistency:

The characteristic tendency toward self-consistency is best understood in relation to Carl Rogers (1980) view of the phenomenal self. The self-concept develops in response to what Rogers calls ‘Conditions of worth’. That is instead of growing up in an atmosphere of unconditioned acceptance, most of us feel we are loved and accepted only if we meet certain expectations and approvals. Whatever is acceptable to our parents and other significant persons in our lives becomes incorporated into our self-concept. In turn, over self-concept functions as a filter through which every thing we see or hear passes.

When we experience something that is consistent with our self-concept but is not confirmed by our own sensory reactions, we perceive and label such experiences in a distorted fashion, as if they were part of us.

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

**1.12.5 Self-Esteem:**

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

Self-esteem is affected by a variety of influences, ranging from formative childhood experiences in relation to our parents to our own standards or ideal self. For instance, individuals with high self-esteem generally were brought up by parents who were very accepting of them, expressed a lot of affection, and established firm but reasonable rules—all of which fosters a positive self-image.

Individuals with low self-esteem usually were brought up by parents who relied on parenting styles that were either overly strict, overly permissive or inconsistent. Also, self-esteem is significantly influenced by our experiences of success and failures.

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

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

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

1.12.6 Self enhancement and self Verification

We receive a great deal of information about how people see us through our interactions with them. As a matter of fact, we often make deliberate attempts to elicit such information, whether through our actions or direct questioning. However, authorities have proposed different theories concerning the kind of reaction or feedback we solicit from others. According to self enhancement theory, people will try to get positive feedback that affirms their own ideas about their positive qualities. In contrast, in accordance with self verification theory, people want to preserve their own images. (both positive and negative) of themselves and therefore elicit feedback that verifies or confirms their own self perceptions.

The researchers found that the participants preferred the enhancing and verifying partners most, followed by the non enhancing and verifying partner and the enhancing, but non verifying partner the least.

1.12.7 The self concept and Personal growth :

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

1.12.8 The self you would like to be:–

Visualizing our possible selves may also help us to cope with present life difficulties. In the same series of studies mentioned above, people who had experienced a recent life crisis, such as the breakup of a love relationship or the death of a loved one, were asked to choose between descriptions of themselves in both the present and the future. Then the participants were asked to rate how well they were recovering from their recent crises. As you might suspect, the crisis victims described their present selves mostly in negative terms. Those who were coping poorly also envisioned their future selves even more negatively, for example, being weak and unattractive. However, those who were managing their crisis well imagined extremely positive future selves, such as being successful and attractive. A major implication is that we can create new images of ourselves, and this ability, in turn, may help us to handle our present lives more effectively.

1.12.9 Our social selves:–

One of the most common, though often underrated, ways our self concept changes is through our interactions with people, including their perceptions and responses toward us. The term social selves refers to the impressions we think others have of us. It is the way we think they view us, which may or may not be an accurate representation of their views. Nevertheless, our perception of how others view us, in turn, greatly influences the way we see ourselves.
We have as many different social selves as there are distinct groups of persons about whose opinion we care observed William James. As a result, we see our selves some what differently with each person we meet. With a Stronger, we may be guarded and unsure of ourselves, at least until we get to know what kind of person we were dealing with. A bossy critical employer may make us feel anxious and inferior, but a close friend who admires and compliments us makes us feel confident and affectionate. It is not that we were being two-faced or untrue to ourselves. Rather, each of these people brings out a different aspect of ourselves. Realizing this fact, we might make a greater effort to seek out people who bring out the best in us and make us feel good about ourselves. Many aspects of work, such as routinization, the complexity of tasks, advancement, fringe benefits, and peers, significantly change our self-image self worth, job commitment, and moral standards. Thus, many qualities attributed to the self-concept are keyed to what we do rather than to our inner notions of what we are.

The realization that our sense of self is affected by social and cultural influences heightens the importance of our social relationships. Ones we have chosen to associate with certain friend select a lover or marriage partner, or attend a given school or job, the people involved help to shape the way we see ourselves. Are there overly critical people who devalue us? We should avoid them. Are there others who see the best in us? Perhaps we should seek them out more often. In both instances, we can change the way we see ourselves by modifying the social influences on our lives. It would be foolish to think we can change everything about ourselves in this way. But the notion of fluid, changing social selves reminds us that we have more possibilities for change and personal growth than we may be using.
PERSONALITY:

1.13. What personality is?

The importance of personality increases as social life become more complex of “pleasing” personality has a “marketable value” in a complex society and is highly prized and sought after. In simple cultures, where the scale of social relations is low and behaviour is regulated by age-old customs, personality is of less concern.

Social life, except among the elite, was largely limited to Family gatherings, and contact with neighbors. On the whole, work was an individual matter with each breadwinner working for himself, whether in the role of farmer, craftsman shopkeeper, or professional man. If someone else employed him, it was usually a relative or friend of the Family. Mate selection, greatly influenced by parental pressure, was usually restricted to the confines of one’s own community. And since a Strong social stigma was attached to divorce, marriage was generally for life.

Today all these conditions are changed in practically every life role; personality is of major significance. Even before he finishes first grade, the school child knows that the most popular children are those with a “good” personality. In junior high school both boys and girls realize that, a pleasing personality is more desirable than intelligence scholastic achievement, stylish clothes or money. They are well aware of the role. Personality plays in determining whether they will be leaders or followers in the extracurricular activities of the school.
What, you may ask, in this highly prized thing labeled "personality"? Is it something a few lucky people are born with a gift from the gods? Or is it within the reach of everyone. If it can be acquired, then way doesn't everyone make it his business to develop the kind of personality that will bring him, the success, popularity and happiness; everyone wants? If it can be acquired, you may wonder way so many people have personalities that bring them the things they do not want failure, unhappiness, and lack of social Acceptance.

1.13.1 The Meaning of personality:

The term "personality" is derived from the Latin word persona, which means, "Mask". Among the Greek actors used a mask to hide their identify on stage. The dramatic technique was later adapted by the Romans to whom persona denoted "as one appears to others," not as one actually is.

1.13.2 Allport's Definition:

The deficiencies in the early definitions led to attempts to define personality in such a way as to include its motivational aspects as well as some of its other outstanding characteristics of these, the most widely accepted is the short but all inclusive definition proposed by the late Gordon, W.Allport (1961), of Harvard university. Most of the definition accepted today are patterned on Allport's "personality is the dynamic organization within the individual of those psychophysical systems that determine his characteristic behavior and thought" An analysis of the key words in this definition will show how comprehensive it is and how much stress Allport placed on motivation.
Organization:

"Organization" emphasizes that patterning of the independent parts of the personality structure, each of which has a special relation to the whole. It points out that personality is not just a sum of traits, one added to another, but rather that the different traits or manifest aspects of the personality pattern are held together and influenced by a central core, called the "concept of self".

The distinction between the normal and abnormal personality is to be found in the degree of organization that exists. A normal healthy personality is highly correlative structured person. The abnormal personality, by contrast, shows disorganization, the severity of the abnormality being directly related to the degree of disorganization.

Dynamic:

"Dynamic" refers to the constantly evolving or changing nature of personality. Not only does the personality become more complex in structure as the individuals physical and psychological characteristics develop, but also from time to time and from situation to situation, there are changes in the structural organization. The changes are not radical nor are they necessarily permanent. They do not represent the appearance of new traits. They are, in effect fluctuations in the intensity of traits already present. They are thus quantitative rather than qualitative changes. Radical changes, especially when they occur suddenly and persist, are generally indicative of mental illness.
The dynamic nature of personality accounts for the difficulty experienced in trying to measure it. By contrast, intelligence, which is relatively stable, can be measured quite accurately.

**Psychophysical systems:**

A psychophysical system is composed of habits, attitudes, emotional states, sentiments, motives and beliefs all of which are psychological but have a physical basis in the individuals neural glandular or general bodily states. As Allport said, "This term reminds us that personality is neither exclusively mental nor exclusively neural (physical). Its organization entails the functioning of both 'mind' and " body" in some inextricable unity"

Psychophysical systems are not the product of heredity although they have hereditary foundations. They are the products of learning and they derive from the life experiences of the individual. They are complexes of many elements in mutual interaction. Sometimes they are latent or inactive in the organism. As such, they are "potentials for activity".

**Determine:**

The word "determine" emphasizes the motivational role of the psychophysical systems. Within the individual, these systems lie behind specific acts and influence the form they will take. Once an attitude, belief, habit, sentiment or some other element of a psychophysical system has been aroused by a stimulus, either from the environment or within the individual, it provokes adjustive and expressive acts which are characteristics forms of expression of that individual. As Allport has explained "All the systems that comprise personality are to be regarded as determining tendencies. They exert
a directive influence upon all the adjustive and expressive acts by which the personality comes to be known”

**Characteristic**

The adjustive characteristic “refers to the distinctiveness or uniqueness of the person’s behavior as an expression of the pattern of his particular psychophysical systems, have exactly the same life experiences, each person learns to respond to his environment in terms of his individual experiences, drives and interests and the different psychophysical systems that have been built up as a result of learning. As Allport has explained even the behavior and concepts which people apparently share with often are, in reality individual some of course are less” idiosyncratic” than other but none lacks a “Personal flavor”

**Behaviour and thought :-**

Together, behaviour and thought are a ” Blanket to designate anything whatsoever an individual may do”

And what the person does, mainly is adjust to his environment, though he may also reflect on it. This Means that the patterns of behaviour, determined by the psychophysical systems within the individual, are not aimless, but are directed toward the specific goal of fitting the individual into the physical and social environments in which he lives.

While personality my be expressed in speech, in reactions to people and things in mannerisms, in fantasy, and in other ways, all are consciously sub consciously or unconsciously directed toward the specific goal of enabling the individual to adjust to his environment.
Above all, adjustment must not be considered as merely reactive adaptation such as plants and animals are capable of.... Adjustment to the physical world as well as to the imagined or ideal world – both being factors in the “behavioral environment” involves mastery as well as passive adaptation.

Students of personality are interested in intellectual functioning, but particularly in terms of variables usually considered to be non-intellective in nature. Although intelligence tests are perhaps among the most significant contributions that psychologist believe that the understanding of prediction of performance would be generally enhanced if knowledge of these non-intellective variables were increased. In most general terms, psychologists have studied the personal characteristics of individuals and the variables of the situations in which they perform.

Among the most widely used personality variables is that of extraversion- introversion in the British tradition of research, particularly with H.J. Eysenck and M.W. Eysenck.

The importance of extroversion- introversion in personality theory and research has long been recognized and is widely accepted. Most of the current thinking about this concept is traceable historically to the work of either Carl Jung, Or Hans Eysenck

Jung developed a complex theory of intrapsychic processes called analytical psychology (Jung, 1923). In developing the idea of many polarities existing within each personality, emphasis was placed on the opposing tendencies of extraversion and introversion. There is typically a preponderance of one of the two tendencies in any given individual which is important in understanding his or her life style.
1.13.3 Personality:

Extraversion - Introversion:

Jung was mainly responsible for popularizing psychological types. His concept of Extraversion-introversion has become common knowledge. Extraversion implies turning outward of interests and energies with highest values being placed on external things. Introversion implies a turning inward of interests and energies with highest values being placed on subjective factors. It is important to remember that the world is not made-up of two distinct groups of peoples, introverts and extroverts. The majority exhibit both tendencies in verifying amounts and therefore are neither introverts nor extroverts but are ambiverts (Heldbre der)

The most highly developed theory of extraversion is that of Eysenck (1967). Although Eysenck's orientation is more biological and behavioral in contrast to Jung's intrapsychic approach, the influence of the two has been largely complementary. Eysenck contends that there are three personality dimensions, extraversion-introversion neuroticism-stability and psychoticism which are largely independent of each other and which altogether convey a wealth of information about individuals' life styles. Eysenck defines the basic difference between extroverts and introverts as biological rooted in the reticular activating system of the brain. This is the system that monitors incoming neural impulses resulting from environmental stimulation and that either stimulates (excites) or inhibits responses of higher brain centers to the stimulation, the system thus controls the arousal level of the cortex of the brain. Extroverts and introverts are held to differ in the relative strength of the opposing process of excitation and inhibition that introverts typically have.
higher levels of cortical arousal compared with extroverts. The differing levels of arousal result in behavioural and attitudinal preferences and tendencies. Eysenck's extrovert is described as sociable, lively impulsive, seeking novelty and change, carefree and emotionally expressive. In contrast, the introvert is quiet, introspective, intellectual, well ordered emotionally unexpressive and value oriented, prefers small groups of intimate friends, and plans well ahead.

1. 13.4 Traits as directors of personality:

According to Allport, traits are, 'mental structure's in each personality that have the capacity to direct the individuals' behaviour (Allport 1937). They are the basic components of personality and serve as our underlying disposition to react in particular ways.

Because of our traits, we react similarly in varied situations. Consider, for example, how a trait such as friendliness disposes us to respond to a broad range of stimuli in ways that consistently express the trait. The trait of friendliness shows itself in outgoing, pleasant, helpful, interested and thoughtful behaviour in a variety of situations. These situations include meeting a stranger, working with peers, visiting family members, or dating a friend.

Allport indicated that all traits do not have the same degree of influence on personality. He considered some traits to be major and others to be minor. Cardinal traits, for example dominate the personality. They influence virtually everything a person does. Dependency would probably quality as a cardinal trait, because it tends to affect a wide variety of interpersonal behaviour. Central traits, as the term implies, are also important.
determinant of behaviour. Unlike cardinal traits, they are not considered dominant. A central trait loyalty, for example, affects the individuals response in different behaviour situations. People with a loyal to their work, families, friends and even their communities.

Secondary traits are the narrower more specific traits that we each display in particular situations. A young woman may be very courteous in the presence of her elders but not in other social situations. In this case courteousness would be considered a secondary trait, because it is limited to a specific context.

Allports ideas helped to provide a framework for the study of personality the recognized the great complexity of individual human behaviour and tried to find a way to organize our observations without losing the flavor of each personality. His success can be seen in the important place that the trait concept occupies in personality research today.

1.13.5 Measurement of extroversion today :-

Introversion- extroversion is most commonly assessed by questionnaire. Among the most famous self-report measures are the 'social introversion' scale of the Minnesota - Multiple personality inventory (M.M.P.I.) and the extraversion scale of Eysencks personality Inventory (E.P.I.). The picture of the extravert and introvert provided by EPI is given by Eysenck and Eysenck (1964).

The typical extravert is sociable likes parties, has many friends, needs to have people to talk to, and does not like reading or studying by himself. He craves excitement, takes chances often sticks his neck out, acts
on the spur of the moment, and is generally an impulsive individual. He is found of practical jokes, always has a ready answer, and generally likes change, he is carefree, easygoing, optimistic, and likes to "laugh and be merry". He prefers to keep moving and doing things, tends to be aggressive and lose his temper quickly; altogether his feelings are not kept under tight control, and he is not always a reliable person.

The typical introvert is a quiet and retiring sort of person, introspective, found of books rather than people, he is reserved and distant except to intimate friends. He tends to plan ahead "Looks before he leaps" and distrusts the impulsive of the moment. He does not like excitement, take matters of everyday life with proper seriousness, and likes a well ordered mode of life. He keeps his feelings under close control, selom behaves is an aggressive manners, and does not lose his temper easily. He is reliable, somewhat pessimistic, and places grate value on ethical standards.

These descriptions of the characteristic introvert and extrovert do not confirm exactly to the traditional or Jungian definitions, but they are fairly close. Differences in detail may be due to the fact that the earlier descriptions were based on uncontrolled observation and Intuitive theorizing, whereas Eysencks dimensions are established empirically by Means of factor analysis.

Following hypothesis are proposed of which three are main hypothesis and remaining are sub-hypothesis. The present research will verify the validity of these hypothesis step by step.
Main hypothesis

i) Individuals of small families are likely to have high self concept.

ii) Individual of small families are likely to have more sense of security than those coming from large families.

iii) Individuals from large families will tend to be more extraverted than those coming from small families.

Sub-hypothesis

1) Children coming from one child family are more introvert.

2) Children of one child family show less psychotic tendency.

3) Children coming from one child family show more neurotic tendency.

4) Children of one child family feel more secure.

5) Children of one child family have good self concept.

6) There is a better parent child relationship in one child family.

7) Children coming from small size family are more introvert.

8) Children of small size family show more psychotic tendency.

9) Children of small size family show less neurotic tendency.

10) Children of small size family feel more secure, than one child family.

11) Children of small size family have better self concept.

12) There is better parent child relationship in small size family.

13) Children coming from medium size family are more extravert.

14) Children coming from medium size family show more psychotic tendency.
15) Children of medium size family, show more neurotic tendency.
16) Children of medium size family feel less secure.
17) Children of medium size family have better self concept.
18) Children of medium size family have poor relationship with their parents.
19) Children of the large families are more extravert.
20) Children of the large families show less psychotic tendency.
21) Children of the large families show more neurotic tendency.
22) Children of the large families feel less secure.
23) Children of the large families have very high self concept.
24) There is very poor parent child relationship in the large families.
25) Males are more psychotic than females.
26) Males feel more secure than females.
27) Females have better self concept than males.
28) There are sex differences regarding feeling of security, self concept and other personality traits, when family size is concerned.
29) There are likely, urban-rural differences when family size is related to self-concept, security feeling and certain personality traits.