CHAPTER I
INTRODUCTION

(a) Need of the Study

Vedas are the oldest books (knowledge) to open our eyes regarding the status of a man and woman in the civilized society. The Man (PURUSH), The Woman (PRAKRITI) are the main elements of SHRISHTI. Both these elements (PURUSH and PRAKRITI) are considered two wheels of a cart (life). Both share equal responsibility in pulling the life to the goal. Our ancient education aimed at receiving the 'Moksha' (MUKTI) through 'Dharma', 'Artha' and 'Kama'. In getting the highest goal of life (The Moksha), the man alone cannot be successful, the help of woman in achieving 'Moksha' is an inevitable condition. It has been laid: "YATRA NARYASTU PUJYANTE RAMANTE TATRA DEVATAH". It means the Devata's reside there where the woman are well respected and given high status in the society."

The mother is the great power who gives birth to man and woman and develops him or her into a total personality. She is the first GURU to teach her children physically, mentally and intellectually. Only, she develops them spiritually as well. In this way the woman had the high place in Indian Society.

In Atharva Veda: The God instructs the kings to remove the partiality in imparting education to the boys.
and girls. He orders the kings to impart education to boys and girls equally with all facilities. He says:

"The girls like the boys should be educated with all facilities and they should be made the learned one to bear the responsibilities of the home and of society like boys."\(^1\)

In 'Manusmriti' King Manu says:

"It is the duty of the king to educate the boys and girls with equal opportunities so long as long they remain Brahmchari or Brahmcharini with great protection."\(^2\)

It is very important to impart education to the girls and women so that they may bear the children who may be learned person of character and dutiful. It is the mother who is the first teacher of the child. She moulds the child by her great character into a great personality of all round development. Manu emphasizes the people to educate the woman or girls in different types of training, truth, conducts, education, purity of conduct, sweet speech, crafts of various types etc.\(^3\)

\(^1\) श्रुतमेयः कन्या युवान विन्दले पतिम।
अर्थवेदः केक्तो ११/पू २४/अं/० १८॥

\(^2\) कन्यात्तम सम्पदानं एव कुमाराणं य रक्षणम। मनु ॥८/१५२॥

\(^3\) दिनियो रत्नान्यो विहार तत्त्व शैवेंद्र तुमारातम।
विशिष्ठानि य शिल्पानि समादेयानि तवत:।। मनुस्मृति २/२४०॥
One country (India) has a grand ancient history of civilization and culture regarding the status of women in the society. They were always treated equal to men. Our Upanishadas have emphasized that women should be given an equal status to men. Our Vedas have advocated this ideology among the people in the society. Swami Dayananda Saraswati, the great philosopher and advocate of Vedas, a social reformer, a religious leader and a great educationist has recommended a great place to the women class. She is the builder of the nation and national character. If a mother is well educated, religious and responsible to her duties in the house and society, she can make the house and society a divinely place (The Swarga). Through the light of Gyana (knowledge), Bhavas (feelings) and Karma (work) she can develop the personality of her children and family members to the top. The women should be given due opportunity and facilities for education she requires.

Due to great ignorance and ego (Ahankar) the men of the society did not give proper facilities and opportunities of education to the woman class. Hence the country fell into darkness, miseries and poverty. Ignorance of man and woman has given rise to many social evils. The illiteracy among our people is the most dangerous to hurt the development of our country in every walk of life.
The parents of a child should be the model to the child. They should be well educated, persons of true conduct, moral character and well wishers of the child. In our society the men get more suitable opportunities of education but the girls, the women are deprived of these opportunities. If we want our coming generation good citizens, it is our duty to make the mother and father of the children cultured, well educated and trained in all required behaviour. The Vyakaran Mahabhashya directs:—

"The parents and teachers who direct their children to a right path of behaviour and conduct, they are supposed to feed their children with the nectar with their own hands and those who mislead with improper love they feed them with the poison with their own hands." ¹

Swami Vivekananda was strongly of the opinion that women should be respected and given respectable status in the society. She is the form of Devi (The Matra Shakti). She should be provided better education and suitable occupation if she needs. Many social evils i.e. child marriage, dowry, to

¹ तामूळै: पाणिमिद्धन्ति गुरुवो न विषोष्टितः।
लालनश्रीरणो दोषास्ता नाश्रीमिति गुणः।।
व्याकरण महामाध्य, अध्याय 8/1/8
keep the girl children uneducated should be removed through education and actions.

Pt. Jawahar Lal Nehru had advocated that it is not possible or desirable to neglect women's education at any cost. He further advocated the modern view "that women should not be kept away from any suitable occupations do not have any discrimination between man and woman except the natural differences." He advocated that women should be given opportunities to attain the theoretical and practical knowledge of every vocational education if they desire so. He hoped that the greatest and perhaps the most revolutionary change can be brought about through the development of women education. Once you may neglect the man's education; but the women's education should not be neglected at any cost.

Since independence we have been trying to make suitable changes in our constitution and rules to providing proper opportunities of education and training in vocational courses. An appropriate percentage of Reservation in admissions and jobs has been fixed. Under the universal movement of freedom and equality to women section has been advocated. The women can enjoy the freedom and status of equality like the man section in the society.
Indian society has got some evil notions that women should be kept in the house walls to work for the whole family. She needs not any education and vocational training outside her house. Our society has become man dominated one. Women are considered a means of comfort, service and child bearing machines. Such type of uneducated society cannot give proper, free and equal place to women in the society.

These days population is increasing day by day. It is very difficult to survive on a very low income of the Head or the only male earning member in the family. Now-a-days the combined family system is being broken and an individual family system is being developed. In an individual family the only male member generally earns the bread. In such a position family needs are not properly fulfilled. The children are deprived of many fundamental needs. The invalid and old family persons are neglected due to lack of means.

In some families the young mothers are uneducated or less educated. They desire to receive further education or vocational training so that they may be able to get some suitable job to earn more to meet the expenses of the family requirements.
So the young mother so-called student-mother seeks admission into a school, college, university or vocational institution.

The families where the student-mother lives face many problems of adjustment, children's education, service to the old or invalid persons. When she goes to any educational institution for study or training she has to overlook some of the duties towards the children and the old or invalid persons of the family due to the lack of time. Due to the absence of husband and wife or any supporting lady member, the family members are neglected because both the responsible persons have to go out for livelihood or education. In such an atmosphere the children, old and suffering persons of the family feel insecure and neglected. Mostly the student-mother has to face this problem more because she fights on two fronts. She suffers with a great tension at family front on one hand and at the educational institution on the other hand. She feels a great tension and problem of adjustment on both the fronts. She cannot contribute enough time in the house to help her children and other family members who need more attention. She feels more difficulty in facing problem in the educational institution due to the shortage of time and lack of attention. Even the fellow students don't pay regard
and don't help in her studies. So she scales her ability to the inferiority.

Regarding the topic for research in hand I am studying those families with student-mothers suffering with adjustment problem in the house as well as in the institution. Where they study or receive training. By studying the personality of a student-mother many relevant problems of adjustment will be exposed and a vast field work of study be explored. With the help of this research work we can be familiar with the concerned problems and their solutions. This work should help us in making the family a divine house and the nation prosperous.

To understand this problem of adjustment a number of studies may be made to clear out that the children of student-mother have less aspiration than the children of those educated mothers who remain in the house. The studies made by Nye, Stolze and Siegel in this regard conclude that not only the aspiration of the children of student-mothers but the achievement of these children in the school examinations reveals this truth.

They found that the children of student-mother reveal lower grade than the children of the mothers who are not student. Mother is really a source of inspiration in comparison to any other member of the
family. The children generally pass their maximum time under the protection and guidance of the mother. The personality of mother (whether student or non-student) influences the development of the personality of the children directly and indirectly both.

Language development plays a major role in the development of the personality of the child. The child learns the mother-tongue (language) from his or her mother in the first step. The other family members also influence the personality of the children but the mother's influence is the most remarkable. If the family of the child is educated, the mother is educated her personality will have a better impact on the personality of the child.

Some investigations and studies have been made on rural and urban working and non-working mothers and their children regarding marriage and family living. Roy P. found that educational achievements of the children of working mother were better than that of the non-working mothers in rural areas.¹

Here we need some scientific investigation in treating out the real situation. We intend to investigate the following things scientifically:

(a) If there is any difference between the personalities of student-mother and non-student educated mother who work in the house.

(b) If the student-mother has any frustration in getting education or training or job in the society where the male dominates.

(c) If all mothers (student or non-student) have some family adjustment problem.

(d) If all the mothers (student or non-student) have equal status and place in the society.

(e) If the children of all mothers (student or non-student) have the same scholastic achievements.

Under this work, the investigator has tried to receive justification to the above inquiries. Really the problem is very significant for investigation. We already know that the personality of the educated mother (student or non-student) in relation to the family adjustment which influences the scholastic achievement of their children.

Keeping the above facts in view the investigator (researcher) decides to work on the problem through a comparative study of personality change of student-mothers and non-student educated mothers with special reference to their family adjustment and scholastic achievements of their children concerned.
(b) **Statement of the Problem**

In this scientific age the development in every field of life is bringing a lot of change in the mode of personality of every person in the society. Therefore, the problem of adjustment or the problem of personality development has become the main theme of research these days. We are well aware of the fact that woman is the main, valuable and sure source of personality development of the children in the society. The personality of the children is most influenced by the personality of their mother. Hence, the personality and the family adjustment study of woman is very valuable. The mothers of different families have different personalities due to the difference in their heredity and environment

\[ P \propto H \times E \]

or personality is directly proportional to the Heredity (H) and the Environment (E). The Heredity and Environment of student-mother and non-student-mother are not the same. The investigator depends upon the variables and factors influencing personality and adjustment of student-mother and non-student mother in relation to scholastic achievement of their children. In this study the study of personality for this purpose depending on creative thinking among woman is considered the more valuable variable for the study.
(c) **Title of the Study**

Feeling the need of the time and the problem of the study the title of the study is as follows: -

"A study of the personality of a student-mother regarding her Family Adjustment and her Children's Education."

(d) **Definition's of the Terms used in the Study**

In this study the following Terms are used: -

(a) Personality  
(b) Adjustment  
(c) Educational Achievement or Scholastic Achievement

(a) **The Personality (Vyaktittva)**: -

In the Vedic period the Indian Philosophers gave different definitions to the Personality of a person.

**SANKHYA TATVA AND PERSONALITY** : -

We have already emphasized that the personality of a person depends on three elements - Satva, Rajaś and Tamaś. Every person has the total sum of these three elements (Satva, Rajaś and Tama). When any one of the elements is dominant the personality is said to be the result of the same element and the other two elements become secondary in nature. For example if Satva is dominant then the personality is said to be Satvika and the other two elements (Rajaśand Tama)
become secondary by nature. If Rajas is dominant the personality is said to be Rajasa and the other two elements Sata and Tama become indominate. In the same way, Tama being dominant, the other two elements Satva and Raja become indominate and the personality is classified as Tamasika.

Three of the elements support each other. The man (Purusha) and woman (Stri) are consort (Mithuna) to each other. In the same way these three elements are consort (Mithuna) to each other.\(^1\)

The three elements in the personality exist in the following ways :-

(1) They try to defeat each other and each tries to be dominant.

(2) They support each other in nature and behaviour.

(3) They reproduce the traits of the personality and power of adjustment.

(4) They are consort (Mithuna) to each other.

(5) Three of the elements remain with each other.

**SATVA** :-

It creates the generous qualities, honesty, dutifulness, truth speaking, cooperativeness, humanity, humbleness, wisdom, good moral character, helping and

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1. **RAJASO MITHUNAM SATVAM SATVASYA MITHUNK'H RAJAH
   UBHAYDH SATVARAJASORMITHUNAM TAM UCHYATE.
   - SANKHYA TATTVA.**
loving nature etc. in the personality. Such personality is the best, spiritual, God loving and Sata dominating personality. It has no ego but has super ego.

**RAJAS:-**

This element creates exciting nature and mobility in the person. He is materialistic in nature. This person likes struggle for achieving social status. The person wants to live a luxurious life. He behaves with ego. The person wants to avoid struggle.

**TAMAS:-**

The person dominating Tama is just opposite to the Satvik personality. It is materialistic, having lust for women, angry by nature, believing Himsa. It has no wisdom. It is selfish by nature. It is not cooperative; stout and strong in Physique.

In this way the personality has five types:

1. **SATVIKA :-**
   (The best, spiritual and God loving, dominating Sata in behaviour, not egoist)

2. **RAJASA :-**
   (The materialistic, egoish, the worldly, humanitarian and Raja dominating)

3. **TAMAS :-**
   (Materialistic full of lust, ego, anger, jealous, greed not humanitarian, wisdomless)
(4) **SATVIK-RAJAS** :-

(Combination of both the traits Satva and Raja)

(5) **RAJAS - TAMAS** :-

(Combination of both the traits Raja and Tama)

According to the Karma (Behaviour) or the traits based on spirituality and humanity we have the following types of personality :-

(1) **DEVA** :-

(The highest type of personality based on Satva)

(2) **ASURA** :-

(The worst-farm of personality based on Tama)

(3) **MANAVA** :-

(The common form of personality based on Rajas)

According to the Physiological basis of Ayurveda the personality of a person may be classified into seven types :-

(1) **SHLESHMAJA (KAPAJA)** :-

The man who has the excess of Shleshma or Kafa is known Shleshmaj. This type of person is stouts strong, healthy, having sound sleep, keeping patience, happy in nature, humble and sweet speaking, humanitarian stable mindedness etc.

(2) **PAITTIKA** :-

The Pitta is the dominating element of the body.
This person is mobile, unstable, full of anger, more irritating, with grey hair, with slim constitution, lack of patience, bilious in nature.

(3) **VAYAVYA** :-

The Vayu (air) is the dominating element of the personality. The person is unstable in mind, smart, thin and slim, more emotional, nervous type temperament.

(4) **SHLESHMAJ-PAITTIKA** :-

Combined with the personality traits of (1) and (2)

(5) **SHLESHMAJ-VAYAVYA** :-

Combined with the personality traits of (1) and (3)

(6) **PAITTIK-VAYAVYA** :-

Combined with the personality traits of (2) and (3)

(7) **SANNI PATAJA** :-

Combined with the personality traits of (1), (2) and (3)

(D) According to the 'Karma' or 'Varna' or 'Occupation' the personalities are of the following forms :-

(1) Brahmana (Learning, teaching and research work, Karma Kanda, Yajya doer)

(2) Kshatrya (Protecting the people, country and Dharma)

(3) Vaishya (Earning livelihood, trader, farmer etc.)

(4) Shudra (Serving the other Varna, people, who is uneducated wisdomless)
The investigator can assess the personality of a person on the basis of individuality, sociality, spirituality with its psychological characteristics. The investigator must investigate into the hereditary and environment of an individual. Really speaking the personality of an individual may be treated as a defence mechanism against the threats raised by the environmental situation. Personality always depends upon the hereditary of the individual and the environment in which he or she lives. Personality is a autonomous and voluntary choice to respond any stimulus in the situation. It is not regulated and controlled.

According to Vedic Philosophy every individual has his or her in born nature and capabilities in the form of Satva, Rajas and Tamas. The individual reacts to any situation of any type according to his nature Satva, Rajas or Tamas. These three are the characteristics of personality of an individual which he or she inherets from his forefathers or fore-mothers. Each and every person possesses these three (Satva, Rajas, Tamas) characteristics. But, any one or two characteristics may dominate in his or her nature. So he or she behaves according to the dominating characteristics of personality.
According to the nature and merits the personality has been classified into Deva, Asura and Manava. Here the investigator has attempted to clear the Vedic aspect of the personality.

The Modern conception of Personality:

The Modern Psychologists of Foreign origin have defined the term personality with different aspects as follows :-

Derivation of the term Personality:

The word 'personality' has its origin from the Latin word 'persona' or 'personare' have a multiple meaning as given below:

(a) As one person appears to the others; it may not be real.

(b) The part some one plays in life

(c) An assemblage of personal qualities that fit a person for his or her work.

(d) Dignity distinction.

The first meaning, of course, has the original significance of the mask, the second suggests real status, the third signifies the inner Psychic qualities of the

1. Cocero (106-43 B.C.) 'The Personality'
person himself/herself and the final meaning gives importance to the prestige.

During the early Roman times, personality was regarded as constituting what a person seemed to be as the true character of the individual. This ancient contradiction throws light on a difference popular and Psychological usages. According to the popular use the 'Personality' is the individual's superficial attractiveness or his/her social effect upon other social beings. According to the Psychological use the 'Personality' is an inner essence of the individual or real capacity that organizes and controls his/her observable behaviour.

The term Personality has been well defined by the Indian philosophers classifying the individuals on three Tattvas. The Modern concept of Personality has been defined by the modern Psychologist, the philosophers, Sociologists and other thinkers in various ways. These forms of definitions have several criticisms. We will go on these criticisms to decide a valuable and suitable definition of the term Personality as a whole.

The word Personality:

To understand the real meaning of Personality one has to see the correct derivation of the term personality, 'Personality' has been derived from the
Latin word 'persona' which originally 'meant mask' i.e. something with the aid of which the squint eyes of the actor could be hidden.¹ The word 'persona' under went significant changes during the course of time. At first it meant the mask worn by the actor. Later on it was taken to be applied to the persons who acted on stages. In early Roman days the term was regarded a person actually appeared and referred to the player himself, with distinct qualities. Some people are of the view that 'Personality' has been derived from the verb 'personare' which meant to the sound through which an actor used to speak through the mask.

Regarding the definitions of personality the ancient contradictions are of unique importance to the present day psychologists. In this connection two main points are remarkable - (1) It throws light on popular usage of the term and (2) because it gives bases to psychological meaning. In popular usage, even today, the layman regards 'personality' as the mask worn by the individual i.e. physical appearance and as such 'personality' is the individual's superficial attractiveness or his special attractiveness.

¹ Allport : G.W.(1951) : Personality a Psychological Interpretation, P.25.
over others. For example, Mahatma Gandhi always used short Dhoti and Kurta and Gandhi cap and had a very great personality. On the other hand, certain philosophers have used the term Personality for inner essence, the ultimate reality that organises and controls his observable behaviour.

The present research work undertakes to study personality, adjustment of student-mother and non student-mother who is educated and the achievement of their children.

The term personality is one of the most abstract word. The word 'person' is neither male nor female, neither young nor old. Nothing can be more abstract. Some explanations of Personality are given here :-

(1) "The layman is usually concerned with the externality of the person, his dress, his voice, his gesture, his manners, his charm, his motor co-ordination, his versatility, in short, any reaction in fact, which are socially important."¹

(2) "The layman looks on personality in term of qualifying adjectives such as good, pleasing and odd

whereas the personality experts consider it some that like a pair of gloves or something that can be brought for five dollars or more worn effectively with a few heats how to bear it."¹

Hence according to the popular concept personality is your effect upon the other people. Personality is also used colloquially to imply personal attractiveness but we know that personal attractiveness does not constitute the person as whole. It is insufficient for being successful in life. It is only a part and not the whole. A psychologist does not attach great importance to the social stimulus value alone. Other things are equally valuable. The Psychologist generally suggests a more precise and less superficial meaning for the term.

It is, therefore, the phase of personality which should claim our attention rather than the superficial aspect. Personality is a combined resultant of several physical and mental qualities.

(3) "Out personality is thus the result of what we start with and what we have lived through. It is the 'reaction mass' as a whole."²


Watson revised his definition in 1924 and wrote:

"Personality includes not only these reactions, but also the more individual personal adjustments and capacities as well as their life history." \(^1\)

It is clear from these definitions that Watson has defined 'personality' on the basis of objective studies on Behaviour.

(4) Allport, F.H. has said that in the formation of Personality the impact of Social Factors are also responsible.

"Personality is the individual's characteristic reaction to social stimuli and the quality of his adoption to the social feature of his environment." \(^2\)

(5) "Personality is the sum total of all the biological innate disposition, impulses, tendencies, appetites and instincts of the individual and the acquired disposition and tendencies." \(^3\)

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3. Prince Morton: "The Unconsciousness"
This definition is very broad but it fails to stress the integration of structure of many component parts of personality. It is satisfying to note that the whole of personality has been tried to be covered virtually by this definition.

(6) There is some diverted form of Personality as given below:

"A man's personality is the total picture of his organised behaviour, especially as it can be characterised by his fellowmen in a consistent way."¹

The same explanation has been presented in the following definition:

"Personality is that which makes one effective or gives an influence over others. In the language of psychology, it is one's social stimuli value."²

But this is not a broad definition of Personality.

(7) The other two eminent psychologists two years earlier than May have presented the following definitions:

"Personality is the entire mental organisation of a human being at any stage of his development. It

embraces every phase of human character, intellect, temperament, skill, morality and every attitude that has been built in the course of one's life."¹

(8) The Personality has been defined on the basis of organism and environment as follows :

"Personality is the structural whole definable in the terms of its own distinctive structural attributes in an organism, environment field, each aspect of which stands in dynamic relation to the other."²

(9) The structure of Personality has been summed up in the following way :

"Integrated organisation of all the pervasive characteristics of an individual as it manifests itself in social distinctness to others is the phenomena of personality."³

(10) Cultural background has impact on personality. This fact has been expressed as follows :-

"Personality is the organized aggregate of psychological process and states pertaining to the individual."⁴

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(11) "Personality can be broadly defined as the total quality of an individual's behaviour as it is revealed in his habits of thought and expression, his attitudes and interests, his manner of acting and his philosophy of life."\(^1\)

(12) The Personality is formed under the influence of habitual adjustment and the mode of organism. So it is defined as follows:--

"The habitual mode of adjustment, which the organism effects between its own egocentric drives and the exigencies of the environment."\(^2\)

Before exploring the personality patterns of the student-mother and non-student-mother the concept of the personality should be examined carefully and it should be understood in its right context. Being an abstract term, there is a good deal of vagueness about it. The most human affair political, social, commercial, cultural and domestic are the main basis for consideration on the issue of the personality. This concept is not a new one. Personality is the pattern of individual life.full of all spheres of

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1. Woodworth, R.S.: (1952)
life. We shall try to follow the concept of personality as it has changed and grown through the countries in which it has been observed. The Greek were the second to Indian Philosophers to make serious attempt to formulate the general idea about the human personality. They did not try to build an independent science of psychology, but investigations were made under the heading of ethics, politics and Rctorics.

The Greek Philosophers gave value to the Personality. For the Greek personality was not so much a theory as it was a value. Aristotle spoke of the soul the inseparable form of the body that determines the personality of an individual, but he distinguished various parts of the soul some of which were more closely related to bodily process than were others. The part of the soul were vegetative soul, sensitive soul, and intellectual soul. The vegetative and sensitive souls were transmitted by process of heridity and influenced by environment, and were subject to mortality. In other respect the concept of personality in medieval theories of soul are continuous with those of the ancient world.

For ordinarily purpose of the life and the main concept of life was that of status personality. The peoples were described by their occupation and it was
not considered necessary to give them names. In the
time of Chaucer the identification of person with his
role went much further so much so that character were
given abstract name in plays just as wealth, pride
and good deeds.

After the ancient period the conception of
personality was that every one had some individual
quality that distinguished him from everyone else on
the basis of individual differences which was the
meaning of his existence of an individual moral res-
trants and social values were the criteria of a better
personality during this period. The Renaissance
regarded personality as an absolute form of self
realization and a value in itself. This period added
little to the older theories about the causes of
personality. In 18th century many variations were made
in moral theory.

The logists gave a theory of pain and pleasure
which was realized by the individuals by the strong
motives of their own. This gave rise to the theory of
motivation. The Psychology of the personality was
governed by this theory of motivation. The early
experiences were the main basis of the personality of
an individual. Therefore, they said "the child is the
father of the man."
At the end of 19th century, the idea was applied by the novelist for the first time in literature. The children growing into adult in the literature of that century was the theme of this century. Charlotte Bronte, Thoekerary and Gorge Eliot draw personality in continuous development. Name of Jane Eyre is worth mentioning in this connection. In Victorian times the Puritan attempt to deny and subjugate man's animal nature had aroused acute anxieties and the Freudian reductive analysis was an effective therapy. Freud told people they are all really useful. His concept of personality was that man by birth is sex hungry. Sex prevailed in his earlier theory. Adlar hold people that they are all really selfish. Still other psychologist believe that personality is mainly the assertion of individuality. Another concept of the personality is:

"Personality is than treated as a defence against the threats. The scientific threat is being explained away as "nothing but" some thing else and the political threat of being managed out of existence in factory and Bureau."

Personality is a process, it would not stop and allow itself to be examined repeatedly and at leisure by the exports. It is a way of regarding everything that he does. It includes his abilities, his depositions, his temperament and his character.

Personality of a person is a psychological characteristic including an investigation of his home, his interest, his attitudes and his personal involvement. The definition of personality found in the fact finding report of the mid century white house conference on children and adults appears specially congruent with this position.

It is difficult to deny that personality should be considered a unified process rather than a more expression of individuals. The two main sources of understanding of personality are shared experience and transmitted knowledge. In recent years a third source has begun to be available - knowledge described from the scientific study of personality.

**Scientific method and personality** :-

So far as the psychology of the personality is concerned three aspect of scientific method are particularly important :-

(a) The scientific psychologist tries to make the hypothesis as exact as possible and subject to verification.
(b) The scientific psychologist wants objective evidence using objectivity in investigation.

(c) The scientific psychologist is not so much controlled by aesthetic or moral consideration as the ordinary citizen. He distinguishes between mentionable or non-mentionable matters. The scientific study of personality can add something to existing knowledge, can repair its deficiencies in certain respects of illuminates its blind spot. The psychology of personality is not a highly integrated body of thought, within a single clearly formulated doctrine. The personality is not ordinarily classified as mental or physical. It has both mental and physical attributes.

Most of the psychological writings have been based on the study of personality. An organismic conception calls for a representation of personality as a whole as the pre-requests for an explanation of its parts personality as a whole signifies two things:

(i) The unity of Psychological Processes during one event attained in the effective organisation.

(ii) The unity through a long series of events which form the life span attained in the successive developments.

The personality and culture are themselves victims of personality and products of the investigators. As it is said :-
"To adults who have been fully achieved some degree of integration of character, an honest examination of processes involved in as destructive as the reopening of an old wound. The field of personality embraces the individuals whole environment, physical and sociocultural."¹

But a prominent Psychologist remarks discriminating the above thought. He says:-

"Any given characteristic reaction must often be thought of as a function of the personality organisation rather than as a function of stimulus, yet some times the stimulus appears to be the main factor."²

For a common men the term personality denotes the outward appearance of a man, like physical appearance, form of speech or manner, but for a psychologist the term does not mean a single characteristic but includes a sum of all the qualities which a man can have within himself, although these qualities may be visible from his outward behaviour in the social environment.


Psychological meaning of Personality :-

To psychologists, personality is neither a mask (False appearance) nor an ultimate cause. Most of the psychologists agree to the point that personality is the individuality which emerges from the interactions, between the biological organism and a social and physical world because of their assertion that people are products of their biological structures and their environment. From the psychological point of view, personality can be described only in terms of total behaviour of the individual. His acts, postures, words and thoughts etc. are the parts of person's behaviour. Hence, it is an appearance like other phenomenon of nature and should never be taken as false appearance. The discussion made so far, leads us to accept that it is neither false appearance not the substance.

Scientific Conception of Personality :-

The Psychologists did not get objectivity in the behavioural process of the person so they worked out a scientific conception of personality which consists of observable behaviour. Actually speaking, this state has been reached by trial and error. Therefore, it will be quite appropriate to throw light on the definitions and meanings attached to the term by earlier psychologists. It should be kept in mind while viewing these definitions
that some of them are very broad and it becomes quite impracticable to represent all the factors given therein. To the other extreme, some definitions are very narrow in the sense that they have left many factors involved in the conception of personality. However, the reader while reflecting on these definitions, can evaluate. Since, these definitions show a trend in thinking, the reader will easily chose the correct definition.
(b) **The Adjustment**

The struggle with the environment is a feature of life of every living being. Not only the normal persons but even the abnormal persons and so called insane individuals try to achieve some sort of working arrangement with their environment. The conditions of human beings are constantly changing. Man is confronted with various problems, which he attempts to solve but many of them are beyond his capacity. The person is invariably engaged in trying to find a satisfactory and pleasant situation by employing his intelligence and other gifts to the body and mind to overcome their problems of adjustment. In such cases, he tends to substitute his needs by other needs and tries to adjust himself properly.

Generally the following three measures are taken to indicate one's adjustment:

1. Capacity of a person in harmony with the calls of his or her environment.
2. Capacity of a person to solve his or her problems and gratify needs in the accepted structure of the society.
3. The extent of a person's aspirations to commensurate with his or her social setting.
Adjustment is the process of understanding and using it in the formation of habits, attitudes or changing the environmental situation to meet the challenges of unsatisfied motives or needs.

The direction of efforts of human beings may be towards modification of his or her own behaviour and attitude towards changing the environment or both. The cultural background is also known to affect the process of adjustment. Adjustment is the symbol of a cause, prestige, wishes, ideas, needs, social relationship. These symbols are also related with emotion. We know that human beings never remain entirely adjusted because we are unable to satisfy our biological and social needs due to ever changing environment with new inventions and technological progress and social changes.

We feel that adjustment to our environment is a complex phenomena and can be understood only by intensive and more frequent studies. Perhaps a more effective way of making such a study will be first of all, to define adjustment operationally and more objectively. Khan (1976) has defined the adjustment operationally in the following way:

\[ A = \frac{D}{R} \]

where -

A = Adjustment
D = Demands made on the individuals,
R = Reactions of the individuals to the demand,

If $A_1$ = individual will be adjusted, $R_1$ = Reactions suitable to the demand
$A_2$ = individual will not be adjusted, $R_2$ = No reaction to the demand
$A_3$ = individual will be maladjusted, $R_3$ = Improper reaction to the demand

$A_1 = D/R_1$ or $A_2 = D/R_2$ or $A_3 = D/R_3$

According to the dictionary the verb 'to adjust' means 'to fit', to make correspondence, to adopt or to accommodate. As used in psychology, the term to adjust means that we must accommodate ourselves in order to fit certain demands of our environment. Therefore, adjustment consists of the process by means of which we manage these demands, Basically these demands originate within the individual due to the activity of his bodily tissue.

**External demands**: -

The most important external demands are those that arise from our social environment. These demands begin when an infant depends for comfort and security on the benevolence and wisdom of his or her parent who
must be able to provide essential care. Throughout his life these various demands are expressed as expectations.

**Internal demands:**

The internal demands originate by the activity of the internal tissue and have been called as physiological needs. The psychologists often called physiological needs as primary because they automatically arise from our inherited structure.

Adjustment is a type of behaviour to reduce the tension and suffering by lessening the number and intensity of the demands, but it is not necessary that the person may be successful in doing so due to many obstacles.

All the attention to personality adjustment makes the average man, desirous to know himself better. Even when one is making a good adjustment to his desire and environment, there is some self searching.

The term Adjustment, in the present study is used in conventional term. It is recognized that adjustment is a continuous process, since birth to the death in every age and every situation. The 'well adjusted' persons have many interests, hobbies and achievements and their motives not to be grossly incompatible with each other. The effective nature adjustment involves broadening and deepening of interests.
according to the demands of a person in the environment. "Adjustment can be defined as a satisfactory relation of an organism to its environment. According to him environment consist of all surroundings influences of forces which may influence the organism in its efforts towards maintenance."\(^1\)

The Adjustment is a process of adaptation to the demands of reality through which the organism moulds itself in responses to the stimuli (conditions) which are faced in the environment. This environment may be physical, social or individual. Adjustment includes manipulation of the surrounding conditions to meet the demands of survival and development.

Generally the concept of adjustment is the most general in out-look, the term adjustment can also be given different meanings which depend to a great extent on the outlook of the person. Some of the important outlooks are as follows :-

(a) **Biological Meaning of Adjustment** :-

Every person wants to survive for his or her existence. Survival is a biological value. Living organism performs two equally important biological functions :-

\(^1\) Shaffer and Shohan (1926) : "Psychology of Adjustment" M/S Constable and Co., USA.
(1) Survival of the self or maintenance of the self.
(2) Survival of the species or maintenance of the species.

In other words we might say that from the biological point of view adjustment means survival and the criteria of such adjustment are good living, greater length of life and good health with less tension.

(b) **Statistical concept of Adjustment** :-

Some sociologists think that adjustment consists in conformity to environment. To conform to social and cultural conditions, an individual is required to modify his appetite to a certain extent and also to tolerate some frustration. Adjustment as conforming leads to statistical interpretation i.e. conformity to social norms. An individual is said to be well-adjusted when he approaches the group average or norms and avoids deviations to either extremes.

According to the statistical viewpoint the adjustment is a sort of static affair. But, truly speaking, it is a continuing process to the changing surroundings rather than static conformity. It should not dull a person into loss of capacity for adjusting when changing conditions warrant. The genius is a person who protests against certain aspects of accepted culture and blazes a new path of his own. He is a
benefactor and is of special value to society. Such a person should not be looked upon a poorly adjusted person by virtue of his failure to conform.

(c) Psychological Meaning of Adjustment :-

Psychologically we may say that adjustment is a process of need reaction. Every living organism develops needs. Internally these needs must be satisfied by interaction with the environment. A person normally faces obstacles in the process of need satisfaction. The obstacles may come from unhealthy environment. Hence, in the satisfaction of needs one has to make struggle. Psychologically viewed the process of adjustment is an effort of the organism to overcome frustration in achieving the satisfaction of a need.

(d) Adjustment as an effective adaptation :-

Adjustment means reduction of inner needs, strains and conflicts in the process of adaptation. In other words exact nature of adjustment will be unique for each individual and in terms of his personality and his individual needs, Adler has used the term 'Style of life' to indicate the individuals specific quantity of adjustment in relation to culture, status, age and sex.

Area of Adjustment :-

According to some psychologists adjustment are of the following types :-
(1) Home adjustment (if the person's life at home is satisfactory or not)

(2) Health adjustment (To what extent the person falls ill)

(3) Social adjustment (To what extent the person is Introvert or Extrovert)

(4) Emotional adjustment (To what extent the person is under depression, nervousness and mental disturbances)

(5) Occupational adjustment (To what extent the person has satisfaction with work associates and conditions)

Some Psychologists of California University have classified the adjustment in two classes.

(1) **Self adjustment**: It is related with self-reliance, personal worth, personal freedom, feeling of belonging freedom of withdrawing tendencies, freedom from nervousness.

(2) **Social adjustment**: It is related with social standards, social skills, freedom from anti-social tendencies and familial and institutional relations.

According to Dr. Saxena (1962) the following types of adjustment are worth recording:-

(1) Home adjustment

(2) Health adjustment

(3) Social adjustment
(4) Emotional adjustment
(5) College adjustment

According to Dr. V.K. Mittal (1974)\(^1\) the adjustment may be classified into the following types:

(1) Home adjustment
(2) Society (Social) adjustment
(3) Health and Emotional adjustment
(4) School and College adjustment

Other than these areas there are also the following types of adjustment viz. vocational, marital and creative etc.

Actually adjustment is a series of situations which are pleasant as well as unpleasant in which an individual finds himself and learns to adjust by gaining a variety of experiences.

Here the researcher presents the areas of Mittal adjustment inventory, as it have been used in the present study to find out the main areas of adjustment.

(a) **Home Adjustment** :-

The Home environment influences the personality of a child to a great extent and markedly influenced by the experiences he encounters in early life, the manner in

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which he is handled by his parents and others during his years of formation and development. Questions thus arise, concerning the specifications of a given home, the nature of guidance needs that the home can satisfy and in what way the child acquires the social outlook which will characterise him as he develops physically, intellectually and culturally. Answers to these questions enable us to gain an understanding of the influence of early home conditions and experiences on the child's later personality adjustment.

(b) **Social Adjustment** :-

When the child begins to go to a school his or her social problem arises. Going to school for a young child is a problem of great concern. First and foremost, he must learn to get along with other children of his own age, most of whom are strangers to him. He will have to learn to stand on his own feet and to get along with other children as best as he can. If he does not cope with them the other children will ignore him.

The young child needs plenty of opportunity before hands to be with people of all types, young and old, and of different home backgrounds for social adjustment in the school. These contacts should be free from parental domination but their suggestions are necessary in this regard.
One of the very important aspect of social adjustment is learning to confirm to the appearance and behaviour of other children.

For a youth the social adjustment is very influential because at this stage the 'crowd' (gathering of other students) is supplanting the family as an influence. In early life, rejection by the mother (as a student mother) or father and loss of their love is very sad experience to the child. In adolescence, the youth, loss of the approval of the group is an equally disturbing experience, particularly for the individual who readily experiences anxiety. For example, one trying to move from the boundary of the family into the orbit of the other society, a sense of in-security in a group arises in the child. He is confused with the different cultural behaviours of the children coming from different houses. It is an aid to personality growth and adjustment, if these are positively taken.

The main adjustment of any individual in a school is his adjustment to his companions of school, college, and society. Social adjustment is a must for good mental health. A child who is physically or economically handicap feels very serious problem in adjustment in school.

When an infant matures and begins to learn faces adjustment problem. On growing older, his or her adjustments
to his or her physical environment becomes more active. During childhood, when social adjustment involves relationships with parents, siblings, family members and playmates develops the problems of dependency and as a result individual autonomy arises. During adolescence, social adjustments involving a reduction of dependency upon authority and an increasing responsibility for oneself are expected.

The individual's every period of life demands a unique set of adjustments. Behaviour patterns which were adequate at one period of life because inappropriate and mal-adaptive at another age. This means that the motion of an adjusted individual as a static ideal state is indefensible. As already indicated, adjustment success in early life requires a reduction of dependence and protection and a general increase in responsibility for oneself. At maturity, the degree of independence and responsibility shown by the individual is a sign of success in adjustment.

The adjustment is a two-way process. It involves relating the individual most effectively to society, at the same time, society provides the means of realising the individual's potential for perceiving, feeling, thinking and creative activity including the changing of society itself. Since the individual and society are
reciprocally related, one cannot be considered except in relationship to the other. Social acceptance, affection, prestige, esteem and security will be bestowed by such a society consistently and uniformly for behaviour which will ultimately produce a 'good individual'. The good society will provide a wide range of socially approved and prestigious roles for people of all ages, sexes, races temperament and intelligence levels but will not maintain uniform unrealistic perfectionistic standards for all the individuals.

(c) **Health and Emotional Adjustment**

The health and emotions play an important part in the adjustment process. If the body is poor in health, it is almost impossible to have normal wants to satisfy in normal condition. In such situation it will be very difficult for an individual to get his needs satisfied. The physical, mental and emotional developments in a normal and abnormal youths have greater difference. It is said by Webster (1963) :-

"Practically all retarded children we have observed show poor development in their capacity to make emotionally significant distinctions between the familiar and non-familiar, between friends and strangers, between person and places or between person and inanimate objects."
In relation to emotional adjustment, it has been investigated the social position of mentally retarded children and analysed the result of his study as follows:

"The mentally handicapped children were usually rejected because of their behaviour in the classroom, on the playgrounds and away from the school. The majority of reasons given for their rejection was due to various kinds of compensatory behaviour such as bullying, fighting, misbehaviour, swearing, lying, cheating etc. These behaviours way well have been the result of the mentally handicapped child's inability to complete the school and intellectual situation."¹

(d) **School and College Adjustment** :-

The environment and problems of every school and college are to some extent different from others. There is enough in common in all schools and colleges to know what will be expected of children when they first enter the schools. To be able to adjust successfully to school a young child must be independent as far as self help is concerned.

The home adjustment is very much responsible for school and college adjustment. Many young children are brought up in homes where the discipline is not proper. Young children who had a haphazard discipline in the home will find it difficult to adjust themselves in school discipline. All present should proceed to discipline the child to help him in adjustment to school environment.

Memorizing, reasoning and intelligence are another important mental abilities that school expects of young children. Society intelligence is essentially an imaginative grasp of the process going on about us, enabling us to march forward into the future and anticipate how it works.
(c) **Scholastic Achievement**

In the development of scientific education the first half of the present century has been most fruitful period. During this period, with the experimental study of the educational problems, the subject matter of school instructions has been developed and various new techniques have been worked out and made applicable in the treatment of the result of investigation.

We have collected a vast amount of educational material in the field of tests and measurements. This material is very much reliable and valid ascertain human ability. Today we are able to know that children differ widely from one another as regard their achievements. In the present century we are able to measure scientifically the traits and abilities of students studying at various stages in school and colleges with the help of test materials.

The educational or scholastic achievement is a natural means of the teacher's own classroom examination. It is an index to assess levels of skill in numerous, endeavours, in addition to school work, they are being used in military and industrial situations. Their usefulness lies in immediate importance while assigning school grades, in planning school curricula in remedial training and in vocational guidance. In other words we
can say that educational achievement may be regarded as a measure of the interaction of more basic aptitude with the learning-teaching situation that take place in specific classroom situation.

The scholastic achievement score is used in two stages in imparting the prescribed course of study. First in the beginning of the course, a teacher needs experimental information to classify the students in order to adopt instruction to the needs of the individual capacity. Secondly, at the end of the course he is interested in the comparative gains made by his pupils, as well as in their final ranking for the purpose of determining promotions, assigning grades, evaluating the effectiveness of his own instructions.

The scholastic achievement test scores have been frequently used to check the attainment of minimum performance standards. These indexes have been put to a number of used in educational institutions of all levels and in psychological clinics.

The most important contribution of educational psychology to modern education is that human beings greatly differ in their innate capacity to acquire knowledge and skill as well as in their physique, temperament and character due to individual differences. The recognition of this fact has revolutionized the
methods of examination. Now psychologists, educationists and other social scientists are busy in studying scholastic achievement in relation to multitude of factors associated with it. The present investigation is an attempt to study this end.

**Student-mothers**

Those mothers who are engaged in attaining further education have been considered as student-mothers.

**Non-student-mothers**

Those mothers who are educated and getting any type of education or training have been considered as non-student mothers.

**Objectives and Aims of the Study**

The purpose of the present investigation is to make a comparative study of the personality in relation to the home adjustment and achievement of son and daughter of two categories student mothers and non-student mothers. This study thereby seek to establish a theory about the personality in relation to the home adjustment and achievement of the child. With these intentions the study seeks answer to the following specific questions:

**Test Significance difference of different factors**

1. **Regarding Factor A**

To test the significance difference of factor A of personality scores of student mothers and non-student mothers.
2. **Regarding Factor B**
   To test the significance difference of factor B of personality scores of student mothers and non-student mothers.

3. **Regarding Factor C**
   To test the significance difference of factor C of personality scores of student mothers and non-student mothers.

4. **Regarding Factor D**
   To test the significance difference of factor E of personality scores of student mothers and non-student mothers.

5. **Regarding Factor F**
   To test the significance difference of factor F of personality scores of student mothers and non-student mothers.

6. **Regarding Factor G**
   To test the significance difference of factor G of personality scores of student mothers and non-student mothers.

7. **Regarding Factor H**
   To test the significance difference of factor H of personality scores of student mothers and non-student mothers.

8. **Regarding Factor I**
   To test the significance difference of factor I of
personality scores of student student mothers and non-student mothers.

9. **Regarding Factor L**
To test the significance difference of factor L of personality scores of student mothers and non-student mothers.

10. **Regarding Factor M**
To test the significance difference of factor M of personality scores of student mothers and non-student mothers.

11. **Regarding Factor N**
To test the significance difference of factor N of personality scores of student mothers and non-student mothers.

12. **Regarding factor O**
To test the significance difference of factor O of personality scores of student mothers and non-student mothers.

13. **Regarding Factor O₁**
To test the significance difference of factor O₁ of personality scores of student mothers and non-student mothers.

14. **Regarding Factor O₂**
To test the significance difference of factor O₂ of personality scores of student mothers and non-student mothers.
15. **Regarding Factor Q3**
To test the significance difference of factor Q3 of personality scores of student mother and non-student mothers.

16. **Regarding Factor Q4**
To test the significance difference of factor Q4 of personality scores of student mother and non-student mothers.

17. **Personality scores**
To test the significance difference of personality scores of student mothers and non-student mothers.

18. **Home Adjustment scores**
To test the significance difference of Home Adjustment scores of student mothers and non-student mothers.

19. **Social Adjustment Scores**
To test the significance difference of social adjustment of student mothers and non-student mothers.

20. **Health and Emotional Adjustment Scores**
To test the significance difference of Health and Emotional Adjustment of student mothers and non-student mothers.

21. **Total Adjustment Scores**
To test the significance of total of adjustment scores of student mothers and non-student mothers.
22. **Achievement Test scores of the Children**

To test the significance difference in the achievement of the children of student mothers and non-student mothers.

**Hypothesis of the Study**

To make use of procedure of inferential statistics for the analysis of its data the hypothesis is an essential part of study. The nature of the present investigation which is based upon the comparative survey method demands that before we collect data, we should formulate necessary hypothesis. The information hypothesis partly depends upon the findings of related researchs in the area and partly on investigator's intuitive understanding and insight. For the present study hypothesis has desirably to be stated in the null form as a statistical hypothesis. The following hypothesis has been assumed for testing through investigation:

(i) There is no significant difference in the personality of student mothers and non-student mothers who are educated.

(ii) There is no significant difference in the adjustment of student mothers and non-student educated mothers.

(iii) There is no significant difference in the achievement of children of student mothers and non-student educated mothers.
Delimitations of the Study

1. The present study is confined to the graduate and above student mothers and non-student educated mothers.
2. The present study has been conducted in only Bundelkhand district Jhansi.
3. The subjects of the study are selected from urban area and particularly of educational centre at Jhansi(U.P.)
4. Only 16 P.F. test is used for the assessment of personality.
5. The assessment of Adjustment has been done on Adjustment Inventory (for female)' by Mittal, V.K. is used.
6. Scholastic achievements of children were assessed by examining their result cards of their high school examination.
7. In this study the survey method has been used.
8. For the present study only 300 subjects were taken in the sample.
9. Only student mothers and non-student educated mothers who have children, have been selected in the sample.

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