CHAPTER- I

INTRODUCTION OF THE PROBLEMS

AND ITS SIGNIFICANCE
1.1 Introduction

Our country India is a traditional eastern country large population here is agro-based. Maximum Indian live in village no doubt the process of migration has given growth to urbanization even their villages surpasses sub urban area. In village most families are joint families, that is the trend since older days. In cities the fashion of nuclear families has got momentum. Studying behavioral patterns of joint families and nuclear families in relation to personality traits are important and valuable. A growing child slowly and silently acquires self-concept in causes of time. That develops taking various shapes into a volatile and dynamic personality. In short we shall take a preview of the dimension of personality referring to anxiety as at affects it more self-concept.

1.1.1 Anxiety

Anxiety reaction is the most common form of psychoneurosis occurring among individuals possessing above average intelligence. According to Ross ‘a series of symptoms which arise from faulty adaptations to the stresses and strains of life it is caused by over action in at attempt to meet these difficulties. Anxiety is a psychological and physiological state and its symptoms made by emotional, somatic and cognitive behaviour components. It is the showing uncomfortable feelings of individual as well as society. To meaning the word of anxiety is ‘to vex or trouble’ in either present or absent of psychological stress, anxiety creates feelings of fear, worry, uneasiness and dread. An evolutionary psychology explains is that increased anxiety serves the purpose of increased vigilance regarding potential threats in the environment as well as increased tendency to take proactive action regarding such possible threats. This may cause false
positive reaction but an individual suffering from anxiety may also avoid real threat. In the adolescent who as infants had been highly apprehensive vigilant and fearful find that their nucleus accumbency is more sensitive than the in other people when selecting to make as action that determined whether they received an award.

1.1.2 Symptoms of anxiety

Symptoms are creating of positive emotions reaction. Diffuse anxiety, the key symptoms, may be expressed by apprehension, gloomy forebodings, fear of dying, feelings of insecurity and general excitement. Fatigue, insomnia gastro-problem and type disturbances, and depression of spirits are noted in the majority of patients. The anxious person is suffering from cardiac disorders, emotional instabilities, inferiority feelings, pains and headaches. In the high level of anxiety to intention suicidal preoccupation, indecision of any problems intolerance, and panic states, subjective thought disturbances, strange fears, giddiness and genitourinary symptoms were noted in more than ten percent of cases. A large number of anxiety patients complain of a general loss of something and an inability to concentrate or think. Symptoms exhibit considerable daily fluctuation in severity. The usual rule is for mild chronic state of anxiety to be punctuated by transient acute attacked permanent from a few seconds to an hour. Frequency of acute attacks varies with the individual. Some have them daily others experience them considerably less often. Between attacks many patients are relatively free of symptoms.

To understands the symptoms of the anxiety patient one has only to examine the reactions of normal individuals to distressing or insurmountable life situations. Students uncertain of his abilities to passing an examination and individual working at a job
beyond his abilities, present anxiety reactions in miniature. They are tense and apprehensive. They cannot marshal their thought or concentrate their attention. Feeling fears of impending doom and disgrace plague them. One of the physical side there are the usual symptoms that accompany intense emotional disturbances. They feel limp and exhausted break forth in a cold sweet hear their hearts pounding are over come with a sense of suffocation and are acutely aware of all forms of abnormal and uncomforted.

1.1.3 Normal and abnormal anxiety

There are however certain crucial points of distinction between the anxiety of normal and the neurotic. The normal I individual realizes the cause of his or her anxiety and soon gets over it. The anxiety patient is usually only dimly aware of the true nature of the conflict, frustration and difficulties that beset him and his symptoms persist over long periods. This is due to the fact that source of normal anxiety is to be found primarily in some specific external danger situation whenever the more exacerbating anxiety of the neurotic arises from inner dangers and frustrations.

Frequently, the source of the neurotic’s anxiety is traceable to some disturbing childhood experiences. Symptoms originally arising from such an experience may remind years later when the individual is expose to a neutral situation that contains some elements in common with the original disturbing experience. The incidental common element may reinstate the whole emotional reaction without recalling to minds the original cause so that the individual is at a loss to explain his symptoms.
1.1.4 Factors of anxiety disorders

(I) Heredity factors for anxiety disorders

There is considerable evidence that the predisposition to manic depressive psychosis is inherited. The disease occurs 30 times more frequently among the close relatives of anxiety patients than among unselected group of the general population. Result shows the close to 15 percent of the brother, sister parents and children and 3 to 5 percent of the cousins, nephews, nieces, uncles and aunts of manic anxiety and anxiety patients are similarly affected. As yet no satisfactory theory has been advanced to explain the genetic basis of anxiety and depression psychosis but it is possible that more than one gene pair is involved. The high incidence of this type disorder among close relatives suggests that the mode of transmission is of dominant or partially dominant rather than of a recessive type. Since the manifestation of an inherited quality may be repressed or facilitated by the action of other genes, the greater prevalence of anxiety insanity among women among man may be attributed to the restraining influence of male constitutional factors or facilitating influence of female ones.

(II) Environmental factors for anxiety disorders

Many persons suffering from anxiety disorder by the environmental causes. External environmental factors probably exert a modifying influence with respect to the outward manifestation of symptoms in a substantial number of predisposed individuals. Among the more common precipitating causes mentioned in case histories are physical illness, childbirth, financial reverses, loss of the employment, and disappointment in love and death in the family. All of these factors may precipitate attacks in selected instances,
but it is important to note that they provoke psychologically reactions only in individuals who are susceptible to anxiety in sanity.

(III) Physical factors for anxiety disorders

The cycle change of the mood and psychomotor activity are suggestive of some underlying biochemical or related to endocrinology disturbances. Other word to the secretion of glands chemical by internal bodies as thyroid gland, parathyroid gland, adrenal glands, pituitary gland, thymus gland, pineal glands and gonads glands. So glands secretions are normal or balanced the no possibility of anxiety disorders of individuals, but if glands secretions are abnormal or disturbed, the maximum chance to anxiety disorders in the individuals.

1.1.5 Types of anxiety

(I) Existential anxiety

The concept of anxiety associated with the dizziness of freedom and suggested the possibility for positive resolution of anxiety through the self-conscious exercise of responsibility and choosing. The psychologist Otto Rank wrote that the psychological trauma of birth was the pre- eminent human symbol of existential anxiety and encompasses the creative persons simultaneous fear of and desire for separation personally and differentiation. Psychologist ‘Paul Tillich’ characterized existential anxiety as ‘the state in which a being is aware of its possible nonbeing’ and the listed three categories for the nonbeing and resulting anxiety, ontic or fate and death anxiety, moral (guilt and condemnation), and spiritual (emptiness and meaninglessness).
According to Tillich the last of these three types of existential anxiety spiritual anxiety is predominant in modern times. Tillich argues that this anxiety can be accepted as part of the human condition or it can be resisted but with negative consequences. In spiritual anxiety may tend to drive the person toward the creation of certitude in systems of meaning which are supported by tradition and authority even though such, ‘undoubted certitude is not built on the rock of reality.

(II) Test and performance anxiety

According to psychologist law an optimal level of arousal is necessary to best complete a task such as exam, performance, or competitive event. However when the anxiety or level of arousal exceeds that optimum the result is a decline in performance. Anxiety assessment is the uneasiness, apprehension, or nervousness felt by students felt by students who had a fear of failing an exam. Students who have anxiety assessment may experience any of the following, the association of grades with personal worth, fear of embarrassment by a teacher, fear of the alienation from parents or friends, time pressures, or feeling a loss of control. Sweating, dizziness, headache, racing heartbeats, nausea, fidgeting and drumming on a desk or all common because anxiety assessment hinges on fear of negative evaluation, debate exists as to whether anxiety assessment is itself a unique anxiety disorder or whether it is a specific type of social phobia. While the term anxiety test refers specifically to students, many workers share the same experience with regard to their career or profession. The fear of failing at a task and being negatively evaluation for failure can have a similarly negative effect on the persons.
(III) Stranger and social anxiety

Anxiety when interacting with unknown person is a common stage of development in young generation. For other it may persist into adulthood and become social anxiety or social phobia. In small children is not considered a phobia. In adults an excessive fear or other people is not a development common stage, it is called social anxiety.

According to Cutting, social phobia is not fear the crowd but fact that they may be judged negatively. Social anxiety varies in degree and severity. When for some people it is characterized by experiences discomfort or awkwardness during physical social contact. While in other cases it can lead to a fear of interacting with unfamiliar people all of together. There can be a tendency among those suffering from this condition to restrict their life styles to accommodate the anxiety, minimizing social interaction whenever possible. Social anxiety also forms a core aspect of certain personality disorders.

(IV) Generalized anxiety

If anxiety is not treated early the result is become a generalized anxiety disorders. It’s identified by symptoms of exaggerated and excessive worry, chronic anxiety and constant, irrational thoughts. The anxious thoughts and feeling felt while suffering from generalized anxiety disorders or difficult to control and can cause serious mental anguish that interferes with normal, daily functioning.
(V) Trait anxiety

If anxiety is short terms called to state anxiety, if anxiety is long term called to trait anxiety. Trait anxiety reflects a stable tendency to respond with state anxiety in the anticipation or threatening situations. It is closely related to the personality trait neuroticism. Such anxiety may be conscious or unconscious.

(VI) Choice or decision anxiety

Anxiety as a problem for individuals and for organization induced by the need to choose between similar options is increasingly being recognized something. Today we all faced with greater choice more competition and less time to consider our options or seek the right advice. At present demands increase day by day and resources are very limited to individuals as well as nation. The limited resources and unlimited need to created choice problems and person or consumers decide to categorized needs as first need second need and so-all. The person fulfillment to some needs and sacrifices of a lot of needs. That condition or problems face for every ones. Its factors create to anxiety for individual and whole society as well as nations.

(VII) Paradoxical anxiety

Paradoxical anxiety is anxiety arising from use of methods or techniques which are normally used to reduce anxiety. This includes relaxation or meditation techniques as well as use of medications. In some yoga meditation literature, this effect is described as something which arises naturally and should be turned toward and mindfully explored in order to gain insight into the nature of emotion, and more profoundly, the nature of self.
1.1.6 Self-concept

The self-concept is one’s view of one self. This self grows out of our experiences with other from day to day, but especially in childhood. If we have had our share of positive regard or approval we are likely to have a positive view of ourselves. Each individual has a unique ‘frame of reference’. Carl Rogers (1951) proposed as this is our phenomenal field—how you and I experience, structure and organize our own world. This is the way I see me and all that is going around me. It is my psychological reality.

Our experiences may be consistent or inconsistent with our internal frame of reference which means the way we structure our world including our self in our world. If our experiences are consistent with our self-concept, it will reinforce what we already feel about ourselves. If our experiences don’t quite fit in we’ve got a problem. In that case we can either ignore the experience because it doesn’t seem to mean anything to us or it can be ‘denied symbolization’ or be given ‘distorted symbolization’ because the experience is inconsistent with the structure of self.

There is in each of us a striving and growth potential to be a fully functioning person. All experience will be available to awareness and the self-concept will be comfortable with that experience. The self will change flexibly when meeting new experiences. The fully functioning person would be a person in process, a person continually changing. Thus his specific behaviour cannot in anyway be described in advance. The only statement which can be made is that the behaviours would be adequately adaptive to each new situation and that the person would be continually in a process of further self-actualization.
1.1.7 The notion or Concept of Self-Concept

Our self-concept is our notion of who we are and how we feel about ourselves. Children recognize themselves in mirror when they are as young as father/mothers. In the first year of life an infant is able to express its wants and needs quite vigorously. Infants are actively discovering the people and things around them including their own bodies but they have yet to discover themselves as person. Psychologists generally agree that children first look at themselves as persons at about three years of age. They discover that “I” can think about and something to “me”.

‘William Jemes’ describes these two aspects of self-concept. Whatever I may be thinking of I am always at the same time more or less aware of myself of my personal existence. At the same time it is I who am aware, so that the total self of me being as it were duplex partly known and partly knower, partly object and partly subject, must have two aspects discriminated in it which for shortness we may call one me and other the I.

1.1.8 Protecting the Self-concept

Many life experiences bring a challenge or threat to our self-concept. It is an unavoidable part of living. Sometimes such experiences lead to growth and change. At other times they may set in motion a variety of processes by which we protect and maintain our self-esteem. Some changes in self-concept can be exciting and pleasurable. When we do better than what we expected to do in a course or job we get a warm and good feeling about ourselves. Other experiences like poor performances and poor grades or reprimands in a job can give a terrible jolt to our self-esteem. This leads to anxiety. The distress may be diffuse. A kind of free floating apprehension or specific connected to
a particular situation. At this juncture, we may change the picture we have of ourselves. We deal with anxiety which is a threat to our ego by using mechanism that defends our ego.

1.1.9 Gender differences and self-concept

Gender is a very important factor of formation self-concept. The Indian tend of man self-dependent and woman tend to interdependent but more resent research has shown that no different about self-concept between man and women or no differ between self-dependent and interdependent person on self-concept in generally. We can say the formation of self-concept in male and female approximately is same.

1.1.10 Characteristics of Self-concept

Main Characteristics of Self-concept is following numbers:-

1- Self-concept is a generalized idea of what a thing about self.

2- Self-concept is a metal disposition that helps in understanding the meaning of the objects of our thinking.

3- Self-concept is the general mental image of the object myself, events experienced or perceived earlier.

4- Self-concept is an act of relating something to self.

5- Self-concept is active intelligence of individuals.

6- Self-concept is the sum total of what you know about us.
7- Self-concept of anything is what particular things mean to about me.

8- Self-concept is the system of understanding of self-meaning and value.

9- Self-concept understands man’s ability from ideas.

10- Self-concept is a mentally involved in selection or rejection analysis or synthesis in the formulating a certain proposition of the individuals.

11- The whole process of forming Self-concept involves making by judgments.

12- Self-concept makes judgment easy and significant for self.

13- A Self-concept is a motor response of others.

14- The self-concept do not alone they are always related to some others.

15- This is related to judgment conception and judgment involves each other.

16- A Self-concept is a meaning which has many relational, associations and conceptions of self. If a child something to please her or his parents or teacher it means that the child has definitely taken the advantage of his or her concepts.

17- Self-concept is helping for abstract thinking about self.

18- Life experiences help to formation of self-concept.

19- Self-concepts are patterns, schemes, or mental categories, which enables one to interpret the object of thought of active, cognitive dispositions which direct and govern the apprehensions.

20- Self-concepts are connected with intellectual works of self.
1.1.11 Nature of self-concept

(I) Learn of the Self-concept

No one is born with self-concept. It generally emerges in the early month of life and is shaped and reshaped through day by day experiences and repeated again and again. Inner focusing is a valuable tool for counseling of self. Any experience which is inconsistent with one’s self-concept may be feeling as suspense and the more of these experiences there are the tougher self-concept is organized to maintain and protect itself. When a person is unable to get rid of feel inconsistencies, emotional problems arise. Faulty thinking patterns such as two things reasoning or over generalizing creates negative interpretations of one-self.

(II) Organize of the Self-concept

Many researchers agree to the self-concept generally organized by them. Each person maintains countless perception regarding one’s personal existence and each perception models with all the others. It is generally stable and organized quality of self-concept that gives consistency to the personality. Self-concept requires consistency, stability, strength, and tends to resist change. If self-concept changed readily the individual would lack a consistent and dependable personality. The more central a particular belief is to one’s self-concept the more resistant one is to changing that believe.

1.1.12 Personality traits

Personality is the word in psychology, which is used by many rather carelessly. Originally it has been diverted from the LATIN word ‘persona’ which means a mask that the Roman and Greek actors used to wear in ancient times, to indicate the audience the
actual part that they played in the drama. It means, emphasis is on the outward appearance, which has a very limited understanding of the individual. This means the wearing of a mask does not constitute the whole of a person. We just see to the outward appearance of a person. We sometimes even say “what a charming personality” By such statement we mean to say that he or she is impressive, friendly, or pleasing and he or she is believed to have good physique too. It means we are just attaching the importance to these characteristics, which impress us but the word personality cannot be taken as an equivalent work for outward appearance or behaviour. Personality includes the totality of ones behaviour. The psychologist cannot just really an impression but consider those qualities, which a person really has. However to a layman personality means good dress good manners and good external appearance.

Psychologically speaking personality is all that a person is. It is the totality of one’s behaviour towards oneself and other as well. It includes everything about the person, his or her physical, emotional, social, mental and spiritual makeup. In this way definitely the term personality signifies something deeper than mere appearance or outward behaviour.

According to Allport’s “personality is the dynamic organization within the individual of those psychological systems that determine his unique adjustment to his environment”. In this definition insists that the word personality must be defined in biological terms and considers the following definition to represent a synthesis of contemporary instincts, habits, thought and sentiments. His or her taste style of life benefits enthusiasm and the like give color to personality and clothes are the part of his or
her personality. Personality is thus made up of number of elements as described and accordingly.

According to Eysenck- “personality is the dynamic organization within the individual of those psychological systems that determine his characteristic behaviour and thought.” This is one of most comprehensive definition of personality, which gives due importance to the interaction of psychological and physiological aspects which determine our personality. It also points out that personality of an individual can change over a period of time and each individual is unique in his personality makeup. Also individuals’ personality is defined as the combination of the relatively enduring traits that influence behaviour in a variety of situations.

Just now it has been started that personality consists of distinctive characteristics by which we can identify a person. These distinctive characteristic of a person are termed traits. A trait is that aspect of personality which is characteristic of a person and that distinguishes him or her in some way from many other people. Thus traits are the tendencies to behave in characterizes and distinct ways e.g. trustworthiness, generousness, etc. Personality traits may be again subdivided into temperament and others characteristics. Temperament is that that aspect of personality, which is concerned with emotionality, includes such things as the kinds of emotions which are usually experienced e.g. cheerfulness, gloominess, etc.

1.1.13 Personality traits and behaviour

One of the greatest controversies with regard to human behaviour and personality is whether human behaviour or personality is influenced by social factor or them innate
historically it has been assumed that human behaviour was largely a function of stable internal characteristic. It was believed that these stable internal characteristic made people behave consistently from one situation to another. This further led to the belief that if personality is stable and consistent over time and across situation, it is possible to measure it and predict human behaviour. It is this view that led to the development of wide verity of psychological tests to measure individual’s personality which would help in predicting his or her behaviour in different social situations.

However, very soon critics stared expressing about their utility. It was pointed out that personality and human behaviour is largely influenced by external variables rather than internal ones. On the basis of the research it was also found out that study of people over a period of time, as long as 20 years reveal little behaviour consistency from one period of time to another. Similarly at the same time, many social psychologists become interested in examining how social behaviour is influenced by personality traits and it was soon realized that both personality traits and social situation influenced each other. Thus the two fields of psychology the personality psychology and social psychology started coming closer to and started interacting with each other. The interaction between these two fields has led to an improved conception of be integrated predictors of behaviour. When social psychologists wish to include traits in their conceptualizations how can they decide which traits may be important in which situation?

Some of the important guidelines formulated in this regard are as follows:

1- The more narrow and limited the trait the better behavioral predictor it is likely to be.

2- People differ with respect to the traits on which they are consistent.
3- The less powerful the situational influenced, the greater is the role played by personality traits.

4- People may choose to be in the kinds of situation that best fit their responsibilities.

1.1.14 Nature of Personality Traits

Nature of personality traits following numbers:

1- Personality traits are dynamic in nature.

2- Personality is both physical and psychological in nature and specifically an organization of some psychophysical systems.

3- A personality trait develops through social interaction.

4- Personality traits have organized an integrated system.

5- Personality traits are necessarily unique and specific in nature.

6- Personality traits refer to the process of adjustment to the environment.

7- Personality traits are self-conscious and it includes everything of a person.

8- Personality traits are more than its overt expression in behaviour and are not just a collection of traits.

9- Every personality traits are the general well-built and health of an individual.

10- Personality trait gives a complete nature of human behaviour patterns.

11- Personality traits are complex in nature, but the learning experiences contribute towards the growth and development of personality traits.

12- Every personality traits is the product of heredity and environment.

13- Every person’s personality traits have one more distinguishing feature and that is aiming to an end towards some specific goals. It is Adler who has put stress on this aspect and he
is of the opinion that man personality traits can be judged through a study and interpretation of the goal he or she has set to achieve.

1.1.15 Factors of shaping personality traits or development of personality traits

When child comes into the world equipped with certain inherited capacities for Personality traits developments means the child lacks a differentiated Personality trait. Now when the elderly people come in contact with this newly born child interpret the child’s untutored responses in the light of their own Personality traits reactions but slowly the child begins to develop an understanding the effects of his or her behaviour and his or her Personality traits beings to emerge out.

Personality traits never fixed and permanent therefore heredity plays a very small part in its developments. In fact the day to day experiences of the individual the kinds of environments in while the child is being developed and the opportunities for all kinds learning are all responsible for child’s Personality traits development. With every movement the child’s develops during the day and there are very many influences that affect the development of the Personality traits in individual. Personality trait is a dynamic growing thing, different in each person. The differences in fact become more pronounced and complex with increasing age and maturity. They acquire more characteristics as a result of their interaction with environment which is different to different persons. The entire process thus goes on but the question jumps out what causes these variations? Why do we develop different Personality traits in spite of basic or fundamental similarities? Answers to these questions can be found through the discussion
of various factors that influence growth of Personality traits or through discuss of factors that shape or affect Personality traits.

The affect that shape or affect Personality traits are mainly divided into biological and social. The biological factors affecting the development of Personality traits are gland physiques and body chemistry. Then there are also environment factors psychological factors. According to Sergeant Personality traits development results from a combination of physical and social factors. Heredity on doubt lays physical foundation. However the environment is little more powerful in develop of individuals Personality traits. Environmental factors include home, family, friends, culture, school, neighborhood, community and nation. Several attempts in facts have been made to evaluate the relative importance of heredity and environmental factors of numerous investigations and also of considerable dispute. However, it is enough to say that personality is controlled by both heredity as well as environmental factors.

As stated earlier biological factor affecting the development of personality traits are mainly three (1) Physical factors (2) Chemical factors (glands secretion factors).

(I) Physical factors to development of personality traits

A physical factor of personality is the individual physique. The person personalities differ according his her physique. Therefore the most important factor affecting personality is the physical structure. Physique is a combination of many components appearance in height, weight, health, size, proportion etc. These factors in themselves have no value as a clear indication of what the individual’s personality is but they have an in direct effect on personality traits developments. The boy who is short statures may develop feeling of inferiority if other boys tease him. However the relation
of physical structure and temperament has not been definitely established. Many studies were conducted but the problem of the basis of correlation remains unanswered. Simply by correlation the temperament cannot be taken as a result of physical structure. It should also be remembered in this context that the physical structure makes a difference of other behaviour towards a particular person. It is observed that our behaviour towards different individuals is modified to some extent according to their physical structure.

Bodily defect or deformity may alter the whole personality. A stuttering speech in affected by his or her handicap. Fatty persons are often an entertaining and ease-loving nature whereas thin persons are their opposite counterparts. So too different organic states produce change in personality. A fatigued and hungry man loses his or her temper for nothing. A person whose blood-circulation is abnormal and whole oxygen supply runs short lacks encouragement to work. Again application of drugs like glucose produces bodily changes, which in their turn alter personality. The excess or shortage of sugar in blood also affects personality.

Parents occasionally express their opinions about their children. These opinions very much influence them. On the basis of these opinions the children start making self-estimates. Generally every ones wants that others should consider him as good. Due to this desire every one considers himself better than what he actually is. A lean and thin man while touching various parts of him body feels that his hand and legs are quite good-looking and they are getting healthier. This kind of thinking influences the development of personality. Physical deformity has an adverse psychological effect on a child. Very few physically deformed children are found to possess good personalities. The development of personality is not so much as by strength and activeness. Strength and
activeness are the two things needed most by a child who wants to compete with others. We know that children have to enter in various types of competitions with children of their own age group. Therefore the weak child lacks behind in the race of personality development. Not only the children but this competitive spirit plays an important part even in an adult’s life some adults fail to attain a satisfactory mental equilibrium of they are physically weak. The development of a child who is physically weak goes on in an unfavorable manner. He does not succeed to that extend in solving his problem to which a healthy child does.

(II) Chemical or body chemistry factors to development of personality traits

The term chemical refers to the possible effect of the gland secretion on personality development. It should be noted that the normal functioning of the gland makes a little effect on the personality but when there is a failure of gland’s function it may affect the development of personality. As compared to the duct gland the ductless gland exert a greater influence upon personality development. The substances secreted by these glands find no cutlet in the body and so get mixed with the blood to spear over its different part. The influence of the thyroid, adrenal and pituitary among the ductless glands upon the development of personality is great. Let us examine them the by one.

(a) Thyroid Gland

This gland is very much concerned with the metabolism of the body. Excessive or small secretion thyroid produces various distortions of personality. The thyroid glands can bring about destructive as well as constructive changes in the body tissues. When there is over secretion of the fluid the person appears, excitable, restless, upsets and
irritable too but in case of under secretive the person becomes slow, lazy, sleepy dependent and sluggish. The person with little secretion of the thyroid hormone may be imbecile or idiot and upper proportionate in body structure.

(b) Parathyroid Gland

An over secretion of these glands tends to quiet and slow down the person and the under secretion leaves the supply of calcium in the blood stream and makes the person more excitable. If parathyroid gland gets injured the chemical balances of body become upset and the person may start suffering from convulsions and spasms which may lead even to death.

(c) Adrenal Glands

Over secretion of these glands makes person more vigorous, energetic, persistent and efficient, and the under secretion leads to indecisiveness, irritation and neurasthenic tendencies in the individual. Adrenal glands are small and yellowish in color. The secretion of these glands is known as adrenalin which as a powerful chemical for stimulating the release of blood sugar from the liver to provide energy. During emotional stage its discharge becomes quicker.

(d) Pituitary Gland

These are also known as master glands. The over secretion of pituitary glands causes inequality in size impeded physical and mental activity the under secretions causes of dwarfism or infantilism. This gland consists of two lobes and lies in the base of the
skull and influences the growth and development as well as balance among all other glands for balanced in body.

(e) Gonads glands

Gonad is a sex glands they exert great influence on the sex-life of the person. If these glands are more active they will make the individual over sexy and if they are less active the individual will become weak in the sex life. The male sex glands are the testis and female’s glands are the ovaries. The secretions of sex glands differentiate the male from the female. Our all interest, attitudes, emotions etc. are influenced and regulated by the sex glands.

1.1.16 Nervous System and Personality traits

Nervous system plays a vital role in the development of person and personality traits. It exercises influence over intellectual efficiency, physical power, patience and other important faculties. To say exactly how the nervous systems influences certain specific faculties may be difficult but this is certain that the nature of nervous limits the extent to which a person in unable to argue with the same efficiency and skill with which a person with intellectual brilliance may do. The same things may be said about physical strength. Both intellectual brilliances and physical strength are influenced by nervous system. Every one cannot learn all types of things. To the very great extent nervous system limits ones learning capacity. Evidently the development of personality is influenced by the nature on one’s nervous system.

1.1.17 Intellectual differences and Personality traits
Some persons learn things quickly in certain situations and some take longer time. The person that learns things more quickly may have different attitudes towards life. He may be more enthusiastic about learning many new things. Therefore the time which he is able to learn ten new skills another person may learn only one or two but the person who does not possess the ability of learning things quickly may possess more of determination and sincerity and sincerity may not be present in the persons who learn things more quickly. Similarly various persons differ in their powers of memorizing reasoning and thinking. A person wants to compensate some of his weaknesses by learning other things or other methods. Obviously all these are sure to influence the development of personality traits.

1.1.18 Emotional differences and Personality traits

Emotion is a very important part of personality traits. The greater emotional maturity a person possesses the more cultured, competent, and well versed in human dealing he or she will be. Everyone condemns a person who loses his patience and balance when overpowered by emotion or ordinary things. Evidently emotion development greatly affects a person’s nature. The nature of certain person becomes so hard and obstinate that very little of tender emotional is left in them. In some others the nature is so tender that they become disturbed when they find someone in pain. This variation in emotional tendency indicates the difference in personality traits.

1.1.19 Culture and Personality traits

Every society is characterized by its cultural heritage, which is transmitted from generation to generation in the form of social heritage. Culture is that complex whole
which includes knowledge, beliefs, morals law, custom and many other capabilities and habits acquired by a person as a member of society.

Culture refers to the total activities of the society. What the people think does and feel constitute culture of a society. Therefore one can easily identify people reared in different cultures by the personality patterns they possess. Culture is the greater educator of human beings, sometimes directly and sometimes indirectly by the mothers of training and posing on great social heritage. It leaves permanent impression on the personality of the child. Therefore culture is very important factor to development of personality traits of society members.

1.1.20 Heredity Factors of personality traits

What the individual gets at birth from him or her ancestors is a great responsible factor for the personality traits development. In fact heredity is a core by which some characters of the previous generation are transmitted to their descendants. The hereditary factors of personality traits are those that reside in the child from the moment of conception. On other hand factors that work upon the child from the moment just after birth are those of the environment. Man’s life starts as a protoplasmic cell or as a zygote formed out of the union of two parental cells. A person future is contained potentially in the zygote. However entrainment bears closely on heredity in the development of the individual. In fact environment determines which heredity factors will develop to which extent. In the development of the individual plays a definite role whereas the environment plays an indefinite role. For example of two persons equally intelligent one enjoying better environmental facilities makes more progress in education than the other with no
such advantage but the next generation of both these individuals starts where these two predecessors started with no benefit accruing to the descendants of the more fortunate of them. An individual cannot be made highly intelligent by sheer training or practice unless the factors of heredity are favorable. The parents cannot transmit their acquired characters to their children at birth. Yet the accumulated wisdom and those of collective humanity pass over to the child. Parental heredity is congenial but the accumulated culture of the ancestors has got to be acquired by the individual anew.

1.1.21 Social/Environmental factors of personality traits

Always environment affects the individuals as well as society on personality traits. The environment of different individuals are very much different from one another and so too their effects. In fact the social aspects of an individual environment affect personality traits in a very striking manner. Cruze has rightly said- “An individual’s personality is influenced more by the reaction of other to his or her and by his or her reaction to other people then by any other in the environment”. Of these social factors the most important are (i) The relationship that is obtained in the home and family (ii) The influence of the school and playground (iii) social roles which the individuals has to play in the family and in the community.

1.1.22 Influence of family on personality traits

In over culture as in most cultures parents and home conditions affect the child in his or her early formative years. A congenial home atmosphere with good relation with parents and between parents and child is essential for a well-adjusted personality to develop. On the other hand disturbed homes often produce unstable and badly adjusted
personalities. If the home is characterized by an atmosphere of peace, love, mutual understanding, harmonious and respect for each member for the group, the child is likely to develop a self-confident and secure personality trait.

1.1.23 Influence of school and playground on personality traits

The school and playground that becomes responsible for child adjustment to largest group of influences on the personality of the child. In school both the teachers and class fellows would be his personality just as in the family the parents are ideals before the child so are teachers in the school. The child hates the cruel and strict teachers. On the other hand he respects well and sympathetic teachers. The personality of the teacher and his behaviour towards the child both exercise important influence on the child’s personality. The child tends to identify himself with the teacher and tries to imitate his ways, manners, and personality traits. This is only with the influential teacher and not with every one thus teacher mold the personality of the child by their example.

1.1.24 Psychological factor on personality traits

The psychological or mental factors includes items like motives, acquired interests, attitudes, character, intelligence, observation, thinking, reasoning, imagination, creativity mental health and habits. All these affect the child’s personality traits to a great extent because such factors determine the individual’s reaction in various situations and affect the personality traits growth as well as direction. For instance a person with the considerable amount of will power is able to take decisions more quickly than others. He or she will be able to put in greater effort in order to solve a problem or a difficulty. It is
the intelligence that helps the individual to make adequate adjustments as well as in understanding relationships.

In conclusion it may be said that heredity supplies the raw material, culture supplies the design, and family is the craftsman because it is the parents who carry the culture of the society to the child. Hence personality traits are influenced by both heredity as well as environment.

1.2 Statement of the Problem

A Comparative Study of Anxiety, Self-Concept and Personality Traits of Graduate level Students in Nuclear and Joint Families.

1.3 Need and significance of the study

There are so many problems which are faced by every individual at every step. Our need is increasing day by day but resources are limited. Youth expectation is very high which generate anxiety at different level. Everybody is anxious for their problems. It is often said that people are running for material gain. They are less concern about their mental satisfaction and health. It sometimes leads to mental derailment but is the extreme manifestation of anxiety. In its slighter form it is expressed in mental tension, frustration and maladjustment is one’s daily life anxiety in its proper degree helps the individual as well. It prepares him to face the challenge of life in advance but it is the normal way of expressing anxiety. Heightened anxiety leads to maladjusted behaviour. There is very close relationship among anxiety, self-concept and personality traits in students. There is an urgent need to study about different dimensions of above said variable in nuclear and
joint family of graduate level students. Researcher will try to find out the reasons behind it.

1.4 Operational definitions of key Terms

Anxiety:- The anxiety among college students means “A feeling of dread, fear, or apprehension, often with no clear justification. Student anxiety is related to their future and day to day life problems.

Self-Concept:- In this study the self-concept of graduate level students is taken as individual own recognition. It is self-generalization of ideas and specification.

Personality:- Traits- Here personality traits of graduate level student means as individual dynamic organization of psychological system that cause unique adjustment to environment.

Nuclear family:- In this study, nuclear family or elementary family means a family group consisting of parents and their unmarried children.

Joint family means:- In this study, a joint family or undivided family is an extended family arrangement prevalent throughout the Indian subcontinent, consisting of many generations living in the same home. The family is headed by a patriarch usually the oldest male who makes decisions on economic and social matters on behalf of the entire family.
1.5 Objectives of the Study

The objective of research is to discover answers to questions through the application of scientific procedures. Present study will try find out level of anxiety, self-concept and personality traits graduate level students’ nuclear and joint families. According to nature of study and variables following objectives of this research have formulated.

1- To study the anxiety, Self-Concept and Personality Traits among graduate level students in Nuclear and Joint families.

2- To compare the anxiety, Self-Concept and Personality Traits between male and female graduate level students in Nuclear and Joint families.

3- To compare the anxiety, Self-Concept and Personality Traits among colleges in Nuclear and Joint families graduate level students.

4- To study the anxiety, Self-Concept and Personality Traits among different streams (B.A., B.Sc., B.Ed., B.C.A., and B.P. Ed.) graduate level students in Nuclear and Joint families.

1.6 Hypotheses of the Study

1- There is no significant difference between Nuclear and Joint families’ graduate level students on anxiety.

2- There is no significant difference between Nuclear and Joint families’ graduate level students on self-concept.

3- There is no significant difference between Nuclear and Joint families’ graduate level students on Personality traits.

5- There is no significant difference between male and female graduate level students on anxiety in Nuclear families.
6- There is no significant difference between male and female graduate level students on anxiety in Joint families.

7- There is no significant difference between male and female graduate level students on self-concept in Nuclear families.

8- There is no significant difference between male and female graduate level students on self-concept in Joint families.

8- There is no significant difference between male and female graduate level students on personality traits in Nuclear families.

9- There is no significant difference between male and female graduate level students on personality traits in Joint families.

10- There is no significant difference between Saryu Degree College and Haji Ismail Degree College students on anxiety in nuclear families.

11- There is no significant difference between Haji Ismail Degree College and Sanjivni Degree College students on anxiety in nuclear families.

12- There is no significant difference between Saryu Degree College and Sanjivni Degree College students on anxiety in nuclear families.

13- There is no significant difference between Saryu Degree College and Haji Ismail Degree college students on self-concept in nuclear families.

14- There is no significant difference between Haji Ismail Degree College and Sanjivni Degree College students on self-concept in nuclear families.

15- There is no significant difference between Saryu Degree College and Sanjivni Degree College students on self-concept in nuclear families.
16- There is no significant difference between Saryu Degree College and Haji Ismail Degree College students on personality traits in nuclear families.

17- There is no significant difference between Haji Ismail Degree College and Sanjivni Degree College students on personality traits in nuclear families.

18- There is no significant difference between Saryu Degree College and Sanjivni Degree College students on personality traits in nuclear families.

19- There is no significant difference between Saryu Degree College and Haji Ismail Degree College students on anxiety in joint families.

20- There is no significant difference between Sanjivni Degree College and Haji Ismail Degree College students on anxiety in joint families.

21- There is no significant difference between Saryu Degree College and Sanjivni Degree College students on anxiety in joint families.

22- There is no significant difference between Saryu Degree College and Haji Ismail Degree College students on self-concept in joint families.

23- There is no significant difference between Sanjivni Degree College and Haji Ismail Degree College students on self-concept in joint families.

24- There is no significant difference between Saryu Degree College and Sanjivni Degree College students on self-concept in joint families.

25- There is no significant difference between Saryu Degree College and Haji Ismail degree college students on personality traits in joint families.

26- There is no significant difference between Haji Ismail Degree College and Sanjivni Degree College students on personality traits in joint families.
27- There is no significant difference between Saryu Degree College and Sanjivni Degree College students on personality traits in joint families.

28- There is no significant difference among different streams (B.A., B.Sc., B.Ed., B.C.A., and B.P. Ed.) graduate level students on anxiety in Nuclear families.

29- There is no significant difference among different streams (B.A., B.Sc., B.Ed., B.C.A., and B.P. Ed.) graduate level students on anxiety in Joint families.

30- There is no significant difference among different streams (B.A., B.Sc., B.Ed., B.C.A., and B.P. Ed.) graduate level students on self-concept in Nuclear families.

31- There is no significant difference among different streams (B.A., B.Sc., B.Ed., B.C.A., and B.P. Ed.) graduate level students on self-concept in Joint families.

32- There is no significant difference among different streams (B.A., B.Sc., B.Ed., B.C.A., and B.P. Ed.) graduate level students on personality traits in Nuclear families.

33- There is no significant difference among different streams (B.A., B.Sc., B.Ed., B.C.A., and B.P. Ed.) graduate level students on personality traits in Joint families.

1.7 Delimitations of the Study

This study is carried out in Bahraich, Gonda and Balrampur districts. Researcher has selected the variables anxiety, self-concept and personality traits only. It plays very important role in the development of our youth. It affects mostly those who are studying at college level. This study is designed to be carried out at graduate level students who are studying in Arts, Science and Commerce stream. The graduate level students have many problems related to their health, social and emotional problems. The anxiety has originated with such type of problems. Self-concept and personality traits are the other main important factors which affect youth very much. Researcher is trying to find out
reasons behind it and see the relationship between anxiety, self-concept and personality traits among nuclear and joint family graduate level students.