DEPRIVATION:

The term deprivation has been used in various ways. The word “deprivation” is derived from the verb “to deprive” which means to dispossess or strip, and it implies a felt loss. The word deprivation literally refers to dispossession or loss of privileges, opportunities, material goods and the like. It is also used as “social disadvantage, cultural alienation and a condition in which particular external and internal factors merge to narrow a person’s behavioural alternatives for achieving self- fulfillment”. It is the state of insufficient satisfaction of basic needs and deficiencies in individual and family settings.

In psychological studies deprivation is used as an explanatory construct and also as an empirical variable to assess the number of behavioural properties in experimental studies, like Hebb (1937); Siegel (1953) etc., have witnessed the systematic findings in the area.

In the natural conditions it has been used in different connotations and the term is interchangeably used as cultural deprivation (Kogan and Bem, 1970), social deprivation (Rankin, 1970), social cultural disadvantage (Sinha, 1975), economic deprivation (Symmonds, 1968), psychological deprivation (Lengmeir, 1972), Cognitive deprivation (Green et al., 1952), environmental deprivation (Deutsch,
1965) and social pathology (Coleman, 1966). Any of these terms could, with varying degrees of precision, be used to denote deprivation.

According to Nurcombe (1970), deprivation refers strictly to a dispossession or loss of privileges, opportunities, material goods and the like. It is interrelated with a set of basic needs like the physical, the psychological and the socio-cultural aspects. Lengmeir (1972) has viewed deprivation as a general phenomenon and defined as an insufficient satisfaction of the basic needs for a prolonged period. It is a comprehensive phenomenon which includes sensory, cognitive, emotional and social deprivation. It is clear that deprivation is a multidimensional concept implying withholding or loss or blockage and denotes deficient environmental conditions and impoverished experiences along different dimensions.

Organasmic deprivation refers to the conditions which are responsible for the lack of fulfillment of needs, and it leads to tissue deficit. This deficit is going to be a noxious state and drives the organism to take appropriate steps to reduce it. Environmental deprivation refers to richness versus poorness of environment. This means deficit in terms of level of living and the absence of an object for normal life situations. These types of deprivations are inter-related and cannot be separated as distinctive variables.

Objective deprivation is closely related to the concept of minimum basic requirements of psychological functioning. This shows the clear cut way to
distinguish between the high deprived and the low deprived. Objective deprivation
nevertheless leads to a deprived state of an organism the assumption is that one
knows what is required in what amount. But in the case of subjective deprivation it is
presumed that only an individual knows what he wants in what amount. So if the
desired personal falls below his subjective standard, he feels deprived. Comparison
can be made in case of subjective deprivation. However, one can also conceive of the
standards that are arrived at by the individuals themselves. This may happen when
one takes into consideration the subjective states resulting from the acceptance of the
organic inputs. The objective and the subjective meaning of depravation for one may
be actually deprived of certain things but may not feel so.

While absolute deprivation refers to the individual who does not have food to
eat, clothes to wear and a house to live in etc., but one who has something to eat,
wear and somewhere to live in etc., but not enough of each of it, is called relative
depivation. Absolute deprivation may seem more possible in case of primary needs
and less in case of secondary needs in which case relative deprivation appears to be
more appropriate.

Deprivation in one sense is relative, not absolute. People feel they are
unjustly treated or inadequately compensated when they compare themselves to
some standard of reference. And because deprivation is relative, it is often true that
those who are the most deprived in an objective sense are not the ones most likely to
experience deprivation.
The term relative deprivation is used in two senses. Firstly, it refers to the proposition that one’s sense of grievance is not a monotonic function of one’s actual situation in an absolute sense. Formal theories seek to delineate the factors that regulate the relationship between objective and subjective status. Secondly, the concept of relative deprivation is used to refer the emotion, one feels when making negatively discrepant comparisons. The emotion of relative deprivation is anatomized as one type of anger defined by Webster’s dictionary as “a strong feeling of displeasure and usually of antagonism. The emotion of relative deprivation can be called “a sense of grievance” or of resentment. Webster’s Dictionary identifies it “as a felling of indignant displeasure at something regarded as a wrong, insult, or injury”. Relative deprivation is the feeling that one has been unjustly deprived of some desired things.

The concept of prolonged deprivation has been used to describe the variations in psychological functioning of the individual in terms of his total phenomenal field. The life experiences of individuals can be conceptualized as an interrelated set of continuum along which quantitative and qualitative characteristics vary. Deprivation should be treated globally and should include all aspects of life either in a specifiable or in a general setting for determining its level. It should be conceived as a hypothetical construct referring to all possible aspects of experiential input that an individual has received during his life time.
According to Tripathi and Mishra (1975), deprivation is to be considered as a prolonged process related to a defined social setting. Socio-cultural life in any social setting can be conceptualized as a continuum at one end of which lie those who have all the physical, social, economic and other facilities for fulfillment of their biogenic as well as socio-genic needs leading to varied experiences in life, while on the other end lie those who are materialistically socio-culturally and psychologically handicapped in fulfillment of their needs and acquisition of diverse experience. While it is a fact that accumulation of experiential variety and extent is an outcome of relatively longer periods in natural setting, it has also been considered advisable to add an epithet to the term deprivation and called it a prolonged deprivation.

The concept of prolonged deprivation stands for a wide variety of organismic and environmental variables constituting the basic sources of experiences to the living organisms. It is a multidimensional phenomenon made manifest over short or long durations (Tripathi and Mishra 1976). The deprivation may occur in all walks of life, either in isolation or together with all areas as possible.

Every investigator has treated social deprivation in a very narrow sense and has been oblivious to the broader horizon of social deprivation resulting from exploitation and oppression of the broad section of masses in the society. While it is a truism to state that all the studies have contributed to the treasure of the knowledge of human behavior it is the study of social deprivation that has been used differently by different investigators because of a certain degree of vagueness or imprecision that exists in the contemporary literature of social deprivation.
The social deprivation means nothing but absence of togetherness and/or group members with whom one can interact, yet this term is used synonymously with terms like social disadvantage, social isolation, and poverty etc. along with terms such as “Socio-economic socially disadvantaged and culturally alienated” which reflect concern with deficiencies in the stimulus conditions of the childhood. Whiteman and Deutsch (1968) have considered social deprivation as a relative term referring exclusively to specific types of environmental factors”. According to him any environmental factor may be considered socially deprivational; (1) if that factor is associated with certain social groupings, such as, socio-economic status, caste, race and community, (2) When the environmental variables are associated with impaired performance. It simply means that an environmental condition may be associated with particular psychological deficit, but it would not be considered a social deprivation if the conditions were not so socially patterned.

Tannenbaum (1969) has concluded that “social deprivation may be characterized as a condition in which particular, external and internal factors merge to narrow, a person’s behavioural alternatives for achieving self fulfillment”. Thus, social deprivation can be viewed as “experiences wherein an individual is deprived of the opportunity to develop his capacities to work, to provide for his needs and to enjoy the dignities of life”.
Social deprivation implies that the association between social grouping and specific environmental factor is not directly causal, but is mediated by more basic societal conditions such as unemployment, poverty and inequality in various areas. With the removal of such conditions the association between social grouping and disadvantaging factors may vanish. Social deprivation also implies that the association between environmental condition and performance decrement is directly causal, or at least as the disadvantaging factor hampers the learning of the performance in question.

The meaning of the term ‘cultural deprivation’ is obvious. It is a state resulting from removal or withdrawal of the given culture. It means either taking away the individual from the culture to which he belongs and placing him in an environment devoid of that culture or taking away the culture to which one belongs for the observation of changes that may take place in him over a period of time. In operational terms it would mean preventing individual’s access to the dialects, living styles, social norms, customs, values, ethos etc., of his group, restricting his freedom of action and expression and preventing him from making use of available tools for his benefit in consonance with the group goals. Cultural disadvantage is an all purpose phrase and a somewhat self-conscious one. It refers of course to the variety of social, economic and ethnic-interracial factors which impede full freedom of choice and which destroy an individual’s right to maximum opportunity. It addresses the blocking of the opportunity of the individuals Dass (1973), ‘defines cultural
deprivation as a complex set of conditions which favours intellectual sub normality in a child’.

Therefore, the structural and social and cultural consequences of deprivation are certainly major components of the conception of deprivation. The social economic inequality continued exploitation, inadequate social interaction negativity, lack of motivation and socio-cultural dependency are the part of the deprivation. In the Indian context this needs to be conceptualized within the frame work of caste and class. As Krishnamurthy (1995) observes: An integral part of the caste and class hierarchy and culture flowing there from is the culture of dependency as the part of the lower caste groups. This culture of dependency is ingrained in all their attitudes towards life and its problems. Homohierarchicus bred by the caste system cannot survive without this tacit, unquestioning dependence on the part of deprivation and incorporating them into the conceptualization is an urgent task. It has immediate implications for interventionist programmes, for no interventionist programme would be successful if it loses sight of the structural antecedents of deprivation.

Therefore, it is very essential that behavioural activity should not be considered in terms of individual factors nor the environmental factors as having isolated impact on the individual, but in the entire individual- environmental complex as constant two-way interplay. The term environmental here refers to the social life situation which creates a condition of deprivation.

**ADOLESCENCE:**
Adolescence is regarded as a period in the life span which begins when the individual becomes sexually mature and ends when he reaches legal maturity, at twenty. Recent studies of the changes in behavior throughout adolescence have revealed not only that these changes are more rapid in the early than in the later part of adolescence, but also that the behavior and attitudes of the individual in the early part of the period are markedly different from those in the latter part of the period.

Adolescence is usually referred to as the ‘teens,” sometimes even the “terrible teens”. Although many people use the term “teens” or “teen-age” to refer to that part of latter teens should be called “youth” and the older teen-ager a “young woman”.

For the young adolescent, problems seem more numerous and more insurmountable than at other ages. In childhood, parents or teachers helped him with his problems. Now he feels that his parents and teachers are “too old” to understand and to help him. Many of the problems that confront a young adolescent relate to areas of life, such as heterosexual relationships, in which he has had no previous experience. As a result, he often feels at a loss to know how to meet them. Many studies of the problems of young adolescents have revealed that the problems are numerous and, for the most part, center around physical appearance and health, social relationships in the home and with outsiders, relationships with members of the opposite sex, schoolwork, plans for the future –including education, choice of vocation and selection of a life mate sex and moral behavior, religion and finances.
Problems about the future are more serious to boys, while girls are more concerned about parent–child relationships and social problems such as making friends and knowing the correct thing to do. On the whole, girls have more problems that disturb them than boys during early adolescence.

The number and seriousness of problems at this age vary from individual to individual within the sex groups. If childhood discipline has been too authoritarian, the adolescent is unprepared to make decisions and face responsibilities for his choice. This makes his problems seem greater than they do to the adolescent from a more democratic home who is better prepared to meet his problems.

All problems adolescent must face are increased when the home situation is unsatisfactory or when the home is broken by death or divorce of parents. This is especially true of financial, personal and family relationship problems. In general, bright adolescents have fewer problems and concerns than adolescents of average intelligence, suggesting that bright children make better adjustment to adolescence than do those of average intelligence.

Adolescence is the time when the individual, sheltered and protected throughout childhood, “breaks the cocoon” and reaches the “border of the unknown external world”. Normally, as the young adolescent begins to feel more adequate to cope with his problems, adulthood will seem more attractive.
However, an adolescent who has not, as a child, been prepared for the new roles he will be expected to play will be tempted to regress to the security of childhood. That is what makes adolescence a “critical” period in the individual’s life.

Traditionally, adolescence is a period of “storm and stress”, of heightened emotional tension that comes from the physical and glandular changes taking place at this time. While it is true that growth does continue through the early phase is primarily a completion of the pattern already set at puberty. It is necessary, therefore, to look for other explanations of the emotional tension so characteristic of this age.

The explanations are to be found in social conditions that surround the adolescent of today. The pressures and expectations of the social group on individuals who, throughout the years of childhood, have had little if any preparation to meet the changed conditions that will face them at adolescence, are chiefly to blame for adolescent emotionality.

Not all adolescents, by and means are subject to storm and stress of an exaggerated sort. True, most of them do experience emotional instability from time to time. This is logical because the adolescent is making adjustments to new patterns of behavior and to new social expectants. Even more important, there is no evidence that heightened emotionality is symptomatic of mental illness. Analysis of the behavior of young adolescents has revealed that “the relatively healthy
adolescents, although they may be in turmoil, did not show symptoms that stimulate a psychiatric illness and differed quite distinguishably from psychiatric illness”. Prolonged and continuous emotional tension, on the other hand, is symptomatic of poor adjustments.

While adolescent emotions are often intense, uncontrolled in expression and irrational, there is generally an improvement in emotional behavior with each year. Fourteen year olds, for example, are often irritable: they get excited easily and “explode” emotionally instead of controlling their feelings. The sixteen year old, by contrast, doesn’t “believe in worrying”. As a result, there is little evidence of the traditional “storm and stress” as early adolescence draws to a close.

CONCEPT OF STRESS:

The concept of stress was first introduced in the life sciences by Selye in 1936. It is a concept borrowed from the natural sciences. During the eighteenth and nineteenth centuries, stress was equated with 'force, pressure or strain' exerted on a material object or to maintain its original state. The use of the concept in this manner encourages physicist and engineers to adopt it to suit their ends. Thus, stress in engineering is know as "the ratio of the internal force brought in to play when a substance is distorted to the area over which the force acts'.

Generally stress is perceived as 'the body's response to anything we perceive as dangerous, demanding or demoralizing to be more authentic. According to
Medeiros (1983) stress is a curious phenomenon. According to Selye stress is 'a
generalized response of body to demands placed on it whether they are pleasant or
unpleasant'. As Selye, a physiologist, has been considered as father of stress who
tried to analyze that different dimensions of stress such as its intensity and its impact
on the stressed students.

There is other viewpoint as well in respect of defining stress. Some
define it in terms of external demand or stimuli i.e., the thing present in environment
causing stress, while others define stress as a person's reaction or response to such
external thing or stimuli. On the other hand a third definition brings both aspects of
stimuli and response together. Thus, these three types of definitions are
prevalent in academic field.

The first definition is known as stimulus definition, which clarifies that stress
is inherent in stimuli. Those who accept this definition regard stimulus as the
stressor. It is just like defining stress in physics. Stress is defined in physics as
subjecting an object to pressure from external forces. Psychologically also it is
thought that if a lot of pressure is put on one individual it still strains him immensely
and causes stress.

The second definition is response definition, which emphasizes psychological
and physiological responses to environmental situations. Selye was of the opinion
that body's reaction to stressors is a complex one and that it involves a cluster of
response (Landy, 1987). The third definition of stress is considered as interaction definition. This explains that stress is neither stimuli specific nor a response to stimuli specific. It is rather the outcome of interaction of the two factors viz., the perception of events and internal changes in body and psyche. This definition lays emphasis on both external and internal variables.

EVOLUTION OF STRESS:

Stress has existed throughout the evolution. About 4 billion years ago, violent collision of rock and along with dust and gas led to the formation of a new planet. The planets survive more than 100 million years of meltdown to give birth to microscopic life. These first organisms endured the harshest of conditions – lack of oxygen, exposure to sun’s ultra violet rays and other inhospitable elements, to hang on to their dear life. Roughly 300,000 years ago, the Neanderthals learnt to use fire in a controlled way, to survive the Glacial Age. And around 30,000 years, Homosapiens with their dominant gene constitutions and better coping skills, won the game of survival, a matter of each step of evolution a test of survival, and survival, a matter of coping with the stress of changing conditions.

Millions of trials and errors in the process have brought men to this stage. Coping with events to survive has led to invent extraordinary technologies, beginning with a piece of sharpened stone.
From the viewpoint of microevolution, stress induction of transpositions is a powerful factor, generating new genetic variations in populations under stressful environmental conditions. Passing through a ‘bottleneck’, a population can rapidly and significantly alter its population norm and become the founder of new, evolved forms.

Gene transposition through transposable elements (TE) - ‘Jumping genes’, is a major source of genetic change, including the creation of novel genes, the alternation of gene expression in development and the genesis of major genomic rearrangements. In a research on ‘the significance of responses of the genome to challenges,’ the Nobel Prize winning scientist Barbara et al., 2003, characterized these genetic phenomena as ‘genomic shock’. This occurs due to recombinational events between TE insertions (high and low insertion polymorphism) and host genome. But, as a rule TEs remain immobilized until some stress factor (Temperature, irradiation, DNA damage, the interaction of foreign chromatin, viruses, etc.) activates their elements.

The moral remains that we can work a stress condition to our advantages or protect ourselves from its untoward follow-through subject to how we handle a stress situation. The choice is between becoming a slave to the stressful situations of life or using them to our advantage.
However, the terms "stress' and 'strain' are used synonymously in a non-scientific manner. The popularity of this concept has dwindled in the physiological field where it was first introduced and the use of stress terminology continues to flourish in the psychological organizations. Mason (1975) reviewed literature on stress and concluded that there was confusion and a lack of consensus regarding its definition. The term stress has been used variously to refer to stimulus (external force acting on the organism), response (changes in the physiological functions), interaction (interaction between an external force and the resistance opposed to it, as in biology) and more comprehensive combinations of the above factors.

Agarwala et al. (1979) believe that the confusion in definition is primarily due to the fact that the same term is used variously by scholars of different disciplines. Thus, in physics, stress is a force, which acts on a body to produce strain. In physiology, the various changes in the physiological functions in response to evocative changes in the physiological functions in response to evocative agents denote stress (rather than strain). In psychology, stress refers to a state of the organism resulting from some interaction with the environment. In pscho-physiology, stress is, 'that stimulus which imposes detectable strain that cannot be easily accommodated by the body and so presents itself as impaired health and behavior'.

Asthana (1983) opined that though the concept of stress has been tackled quite thoroughly by all these disciplines, there is a sad neglect of a
phenomenological analysis of the concept, which appears crucial to an understanding of the stress phenomena.

In phenomenological psychology, man is perceived as existing. All experiences are related to existing human beings and the world. Consciousness is always being aware of something else. Our consciousness of the existing situation means that we are physically responding to it and sometimes this response is the feeling of stress - an intentional act and not a causal reaction in physiological sense. Feelings are affirmations of our attitudes towards situations and the experience of stress is one such affirmation. Stress is experienced as a restriction of our existence. Asthana also opined that there has been an over dependence on the language of physics for describing psychological phenomena. He preferred the use of psychological terms to describe experience.

The term stress is used to connote a variety of meanings both by the common man and psychologists. Psychologists of different persuasions have given.

a. Stimulus- oriented,

b. Response -oriented (both physiological and behavioural) definition of the term and

c. Depth psychologists have treated the concept from the etiological and psychodynamic viewpoints. It appears that under these circumstances the
essential features of the stress experience have not received the attention they
deserve.

**Stimulus- Oriented Approach:**

Stress is regarded as an external force, which is perceived as threatening.
Some view threat itself as stress. According to Selye, any external event or any
internal drive, which threatens to upset the organismic equilibrium, is stress.

**Response - Oriented interpretations:**

The nature of stress, it is claimed, can be understood best in terms of the way
people perceive and ascribe meaning to stress producing situations, the values they
attribute to events. Stress cognition is conceived as pre-conceptual: it is
more objective than motivational, psychiatrists have identified four phases in the
action to stress- the reaction to stress - the initial phase of anticipatory threat, the
impact of stress, the recoil phase and past traumatic phase.

The response - oriented approaches describe how stress is reacted to, and how
people function under stress. The way it is presumably experienced is inferred from
the response made to it. The biologically- oriented approach to stress is also
response- oriented; it views the reactions of the organism as attempts to come to
terms with the environment. The trouble with the physiological approach is that it
labours under the impact of Cartesian dualism. Having first separated mind from
body of a living unity, devices are then invented to relate the two through parallelism, interactionism or epiphenomenonism. Psychologists feel secure if they
are able to successfully relate the two through parallelism, interactionism or
epiphenomenonism. Psychologists feel secure if they are able to successfully relate
the psychological to physiological processes by establishing concomitant variation in
the vicissitudes of the psyche relative to change in the soma. Such a reductionist
explanation seems to satisfy the physiologically -oriented psychologists.

**The Psychodynamic Approach:**

Considers events external or internal which, pose a threat to the integrity of
the organism leading to the disorganization of personality. Stress presages
loss of ego support. Stress may be induced by interpersonal (external) or intrapsychic
(between own impulses and ego) factors resulting in anxiety.

The socially - oriented psychologists believe that the intra-psychic needs call
into play mechanisms of perceptual selection, defence and vigilance. There are wide
variations in reactions to stress and the capacity to tolerate it between persons and in
the same individual on different occasions. The most basic fact about stress is that,
like feelings, stress is experienced. The feeling of stress is an act in which there is a
reference, not a causal relation, to an object that is intended or intentionally presents.

Some stress within the classroom is inevitable. Many academic tasks are
demanding and therefore induce some strain. Anxiety or stress in moderate doses is
useful for physical well being. Many people realize their full potential only when
under considerable tension.
However, excessive and unremitting stress leads to maladaptive behaviour, when there is stress, which the student cannot cope with, the teacher must try to remove him from it for sometime. However, only preventing excessive stress is not enough, ultimately, the student has to learn to deal with the many kinds of tensions that will be inevitable in his life. It is only gradually that he will acquire the skill and the teacher should try to protect him from stress and frustration that is too severe for him to handle.

Competence in dealing with anxiety or stress comes from a series of successful performances and from the psychological and emotional reinforcements they bring. Therefore, it is essential that the early experience with stress should not be too difficult to cope with. Anxiety is also more likely to be perceived as being clearly temporary and having a fairly definite end point. Stress is harder to deal when far from having the appearance of a brief emergency it threatens to continue indefinitely.

**ACHIEVEMENT STRESS**

Decisions made during one's adolescence can have serious consequences for one's future education and career. Some adolescents decide to drop out of school whereas others complete their education and graduate from high school. For those who remain in school, it is during high school that most adolescents, are for the first time, given the opportunity to decide which classes they want to take. Such decision presents the adolescent with new opportunities but also limits the range of possible
employment and educational options available to the adolescent. After graduation from high school, adolescents typically or whether they wish to seek full-time employment - a decision which is certainly affected by one's socioeconomic status. Finally, adolescence is a time of preparation for adult work roles, a time when vocational training begins. Given the complexity of achievement decisions, adolescents benefit from the cognitive changes that characterize this developmental period. Those who have developed these abilities are at an advantage when they begin to make education-and career-related decisions.

It has been suggested that adolescents will exert more or less effort in school depending on their level of achievement motivation (which is considered to be a relatively stable personality trait) and their fear of failure (which produces anxiety in achievement related situations). These two drives come into conflict (i.e., an approach-avoidance conflict) with the former making it more likely that the adolescent will engage in achievement-related behaviors and the latter making it less likely that the adolescent will engage in such behaviors. Others have stressed the importance of one's attributions concerning successes and failures in predicting whether an adolescent will exhibit achievement-related behaviors. Past research suggests that some adolescents attribute their successes and failures to internal factors (e.g., one's innate intelligence), whereas other adolescents tend to attribute their successes and failures to external factors (e.g., the difficulty or fairness of a test).
Moreover, it appears that girls are socialized to expect that they will not do well in mathematics classes. In general, girls are more likely than are boys to make internal attributions in failure situations.

Although stress is considered a psychological problem, it has very real physical side effects. There are major changes that occur in the body when one is under stress. These are physiological changes such as increased adrenaline secretion, elevated blood pressure, rapid heartbeat and greater tension in the muscles. The digestive system slows or stops completely as fats and sugars are released from their stores in the body, cholesterol levels increase and the blood composition changes in a way that makes it more prone to clotting. This increases the risk of heart attacks or strokes. Stress affects almost all of the functions and organs of the body. The pituitary gland produces more adrenocorticotropic hormone (ACTH), which then stimulates the release of the hormones cortisol and cortisone. These hormones inhibit the function of the disease fighting white blood cells, which suppress the immune system. This is also known as the "fight or flight" response that our bodies use to cope as they help us survive when we are facing danger. Although most of the stresses we face in our modern world are not the result of physical threats, our bodies still respond as they are.

Because the body increases production of the adrenal hormones when under stress, this can lead to nutritional deficiencies. This is because the body then metabolizes fats, proteins and carbohydrates at a faster rate because a quick source of energy is now required. The body then excretes amino acids, potassium, phosphorus
and depletes the magnesium stored in the muscle tissue as well as the calcium. When under long periods of stress, the body does not absorb the nutrients from the food that we eat, becomes deficient in many nutrients and is unable to adequately replace them. Additional problems arise as the body experiences a lack of B-complex vitamins, which are essential to the proper functioning of the nervous system and regulation of electrolytes (which are depleted by the body’s response to stress). Stress also increases the free radicals in the body, which become oxidized and damage body tissues such as the cell membranes.

Some of the more serious emotional manifestations of stress are: Anxiety, panic attacks, post-traumatic stress disorder (PSTD), obsessive-compulsive disorder (OCD), dissociative disorder and phobic disorders. These are many times the result of events that were stressful to the point that the individual was not able to cope with at the time. When people refer to the symptoms of their stress as having a case of "nerves", it is not a surprise that the nervous system is also affected, mostly through the digestive system. Ulcers and irritable bowel syndrome are often stress related conditions. When stress produces physical symptoms and is not resolved appropriately, more serious illnesses may develop. Stress can be short or long term and is more dangerous when it is over a long period of time. Stress is very wearing on the body and increases susceptibility to disease as it also slows the natural healing processes of the body.

Definitions of stress mentioned in the preceding paragraph clarify as to how the stress is caused. It is worthwhile to examine as to what would be the stimuli as an
external factor to a student to react and create a response for it in the examination process. Besides, one more point also needs to be clarified viz., stress is basically a medico-clinical problem. However, sociologically it has turned into a social problem.

Examination is one of the major stressors for students appearing in the examination particularly in the board exam. By and large students perceive examination as 'dangerous, demanding and demoralizing.' It appears as a challenging stimulus that creates stress. Generally, the examination/pre-board examination, public examination conducted by the examination boards and entrance examinations for admission to professional courses conducted by IITS, Engineering and Medical Colleges etc., these examinations cause anxiety, which leads to stress in students. Apart from this it is coupled with the pressure from the parents, peer group and society, which is also responsible for the stress and exam fever.

The challenge of examination lies in the pass-fail system, which is responsible for this perception. However, getting pass marks also is not enough. It is only the high percentage of marks that satisfies the ambitious students. Further, students studying in public schools are more prone to stress. It is probably due to their better socioeconomic background, high-level aspirations and more ambitious parents. It leads to a perception that the high profile performance of the students acts as a status symbol for the family and acts as an instrument of enhancing reputation of schools as well. This is revealed by the fact that the public schools have
intense competition and subject even the academically weak students to a number of tests so that they do well in pre-board and board exams enhancing the name of school. Not only this, some of the schools even decide class XI admissions on the basis of the result of pre-board examination. In these circumstances the parents also try exert pressure on students so that they secure a high percentage of marks. Moreover, parents also make them feel that a lot of money has been spent on their studies by way of school expenses combined with expenditure on coaching. Therefore, the student is under constant pressure to the extent that he develops a sense of guilt and tries to cope with the situation. Consequently a feeling is developed that if he fails in exams it is the end of life for him. In addition to this, pupils coming from affluent families have never heard 'no' for anything they demanded; therefore, they are not prepared to accept any kind of failure in any field of life. It shows how demanding the examination is.

Moreover, there are other situations as well for example; sometimes the parents do not try to estimate the child's capabilities before targeting their ambitions. The education system also does not prepare the students' well to face the situations in which they are placed. The situations related to either how to write examinations and score good marks or how to cope with stress or workload, time management etc., are also not taken care of properly in schools. Undue emphasis is laid only on achievement in scholastic area and the areas pertaining to scholastic aspects are more or less neglected. As a result they do not learn the values like tolerance,
discipline, emotional stability, diligence etc., which are helpful in performing well in the examination as well as coping with stress.

Another important dimension of the whole problem is the crucial age of the students. These students are adolescents. The characteristic of this age is reflected in their energetic, semi-mature and ambitious behavior. However, as for as their self-esteem is concerned they easily get hurt even with a slight or trivial matter because they feel that they have become mature. Therefore, the prospect of failure makes them more anxious as compared to children in primary classes or adults studying in universities. As far as these adolescents are concerned they perceive examination as a challenge that adds to their miseries.

**STRESSORS:**

There may be a number of stressors but prominent among them are environmental, psychological and social.

1. Environment is one of the basic factors causing stress. It plays a crucial role increasing stress because it has the potential of providing stimuli to the organism. It is the stimuli, which determine the response or behavior of an individual. If it is pleasant then the individual will feel happy and if it is unpleasant or challenging enough. He will be under stress. Generally appearing in the examination is not considered as a pleasant experience. It is rather a challenging
situation that causing stress for examines. Besides during or before the examination events in the life of students make the examination more stressful. The events, which are demanding situations causing stress in the students, may be:

(a) **Catastrophe events or disasters**: natural events like earthquake, flood, fire etc., may cause stress among the individuals. Students belonging to the affected areas find themselves insecure and much worried about their examinations, which produce stress among them, for example, students belonging to tsunami affected areas of Andaman Nicobar and Southern states of India.

(b) **Noise**: Unwanted noise distracts the attention of the children when they prepare for their ensuing examinations and find themselves under stress. Sometimes noise becomes unavoidable for them due to the marriage party program in neighborhood, birthday party, devijagran, election campaign etc., which are common situations in the Indian context. Noise disrupts their concentration in studies and makes them anxious about their performance in the examinations.

(c) **Riots in the region**: Riots in a particular region may also create stress in the students while their examinations are on. It disturbs the peace of mind and produces anxiety specially when they themselves or their family members are finding the situation very threatening which ultimately produces stress among them. Students may feel worried due to various questions in their mind like who will leave them at the examination center, whether parents will return
back home safely after leaving him/her in the school, whether the examinations will be cancelled, etc., these questions produce anxiety and undue pressure upon them.

(d) **Compulsion to attend school classes upto the last week of examination:**
Some schools make it mandatory for students to attend the school upto the last day or week of the commencement of examinations to secure the best results. It may help the school to attract parental attention towards them and to catch more and more students for next academic year. But such a practice sometimes creates undue pressure on students because they are unable to devote enough time to study for the forthcoming examinations.

(e) **Pre-Board examination:** Undue emphasis on pre-board examination is a recent phenomenon. This is proving hazardous for the students appearing in board examination stress caused by pre-board exam results were reported in the newspapers in recent past. Actually, poor group performance in pre-board exams produces a sense of inferiority and humiliation in the students since peer group performs better in the same exam. Moreover, when parents see the poor results they also pressurize the students to study more and perform better. In this situation the important point to note is that every child has limited ability to perform and therefore may not meet the expectation of parents. He/she cannot do miracles to satisfy the parent’s ambitions. Consequently a sensitive student may choose an extreme path like suicide.

(f) **Admission in the same school:** Every student desires to get admission in the same institution after passing the board exam: therefore this also becomes
another cause of stress. For example, admission in class XI just after passing the class X board examination enhances the anxiety of the students to achieve, more and more marks so as to get admission easily in the next class in the same school. Otherwise, he/she has to search another school for the next class. It is pertinent to mention that strangely some schools decide about admitting their students in the next class only on the basis of their performance in pre-board exam. Therefore, in this situation the pre-board exam becomes more important and creates more stress than the board exam. This type of thinking of schools will not make stress than the board exam. This type of thinking of schools not makes even parents concerned for the child due to loneliness and isolation and in turn makes him stressful.

2. Psychological Stress:

Every student has his own needs, demands, motives, interests, liking etc., these combined together make psychological variables responsible for causing stress among the school students. If these are not fulfilled upto the satisfactory level it may develop psychological stressors. They are discussed below:

(a) **Frustration:** Frustration is the outcome of blocking of needs motives of the individual. If a student wants to attend a school party or birthday program during the preparatory days of examinations, over restrictive parents would prove to be a source of frustration. Apart from this, other situations like accidents, death of the loved ones. Sickness etc., may also lead to frustration. As far as the weaker sections of the society are concerned
discrimination and social barriers are the main stressors for them. They impede their efforts related to achieving their demands and targets and become the source of both frustration and stress.

(b) **Conflicts:** Stress originates from a conflict between interests and motives, students find themselves in a dilemma during the conflict. For example, which subject should be studied first physics or chemistry? How much time should be devoted subject wise for preparation while examination dates have been declared? Should I attend a party, family function or go for preparation of examination? Should I watch T. V. during exam days and how much time is to be devoted for it? Such conflicting situations during an examination may produce stress in the students. The degree of stress varies among the students from situation to situation and sensitivity of the individual towards the situation.

(c) **Pressure:** Stress may be produced due to pressures in a number of life situations while the students are preparing/appearing in the examination. Pressure may exist for a short or long duration, which determines the magnitude of the stress. Some of the pressure building situations may be as follows: Aspirations and life goals, desire for highest achievements in the examinations, change in syllabi or style of question paper in the ensuing year, missing of school bus or puncture of motorbike while going to the examination center and getting late for examination, unforeseen situations like accident, death etc.

3. Social Stressors:
Besides psychological reasons, a number of social situations are also responsible for producing stress among children. These may be: Unrealistic expectations and behavior of principals, teachers and parents, death or illness in the family, strained relationship of parents, arrival of an unexpected guest in the family, hostile and unfriendly behavior of family members, peer group etc.

Moreover, daily hassles like compulsion to do household chores or parental professional work such as agriculture, business etc., looking after younger siblings, attending a sick person or other emergencies etc., may be more taxing specially during examination days. The students may find it difficult to handle these situations properly and are therefore stressed.

There are also adverse biochemical consequences of examination stress (Frankenhaeuser, 1980; Raina, 1983). As early as 1929 Cannon observed that examination stress in humans seems to produce the same biochemical changes that he observed in the fight–or flight reactions of animals in stressful situations. In this research he found that the pain inflicted on experimental animals caused an increase in blood sugar that sometimes resulted in glycosuria, a condition in which excess sugar in the bloodstream was passed out in the urine. He believed that pain activated homeostatic mechanisms that released sugar into the bloodstream energizes the muscles and the brain for fight-or-flight reactions. Although examination stress was not physically painful, Cannon observed effects because it was emotionally disturbing.
These views were also supported by the results of his studies of examination stress. He found, that student in whom there was no evidence of glycosuria on the day before a difficult – examination, passed sugar in the urine immediately after the examination. In a related study Cannon examined the urine of twenty-five members of the Harvard University, Football team immediately after the final and most exciting game of the season. Evidence of glycosuria was found for twelve members, including five substitutes who never even entered the game.

The intense emotional reactions experience during the examinations and the football game apparently contribute to the glycosuria exhibited by the students. This led Cannon to conclude the emotional glycosuria will result whenever a stressful situation produces an emotional state in which there is excess blood sugar that is not used up in fight or flight reactions.

Examination stress has been found to be accompanied also by a significant rise in serum cholesterol level (Green et al., 1952, Mann and White, 1953, Friedman et al., 1958 and Wertlake et al., 1958) decrease in clotting time and rise in blood cholesterol (Dryfuss and Czackes, 1959), decreases in blood glucose level (Vandenbergh and Sussman, 1967), increased secretion of (Stomach) hydrochloric acid (Mahl, 1949), increased catecholamine secretions (Adrenaline and noradrenaline) as well as higher heart rate (Frankenhaeuser, 1976, Lundberg and Frankenhaeuser, 1978).
One of the conditions in modern life competition is a striving on the part of two or more persons for the same object especially for the goal of being superior (English and English, 1958). Teachers sometimes defend on emphasis on competition on the grounds that is stimulates individual effort and thus produces greater gains in learning. However, children are differentially affected. Competition creates despair in the slow learner and anxiety in the bright one, to whom coming off second best may be disgraceful. Research by Sechrest (1963) reveals that the gains resulting from competition are likely to be limited to the student who is thus rewarded, but this advantage may be cancelled out by performance losses on the part of other students. Severe competition may generate in any student various combinations of ruthlessness and defeatism, fear and anger, confidence and inferiority. School competition may also contribute to the perpetuation of a competition society where the emphasis is on beating not helping the other fellow (Rogers, 1977).

According to Lindgren (1976) in an intensely competitive classroom, students are more likely to feel devalued than praised because no matter how well they do, the teacher implies or actually states that they could have done better than the student who is making average or even above average progress. He is made to feel inadequate because he is not at the head of the class. Under such intense competition pressures, even students who are normally trustworthy may resort to such devices as copying term papers from encyclopedias, using the work of other
students, cheating during examinations and stealing or destroying one another’s work.

Competition is very much a part of our life and cannot be kept out of our educational institutions even if we try. Whether it is entry into a school, college, university, professional course, civil services or earning grants, scholarship, fellowships etc., competition is inevitable to certain extent even desirable. However, success in competition implies evaluation, which involves examinations, which further leads to stress if the competition becomes negative and unmanageable.

In most academic settings, the obvious solution to problems of how to get students of all levels of ability to realize more of their potentiality for learning is that of increasing academic pressure on them. That is, urge them to do better, export them and threaten them with academic failure if they do not do their best. Sometimes such measures will work but more often they will not. Usually they only serve to aggravate the sense of failure that already troubles such a student (Lindgren, 1976).

Rogers (1977) posed the following question “should school experiences be phased so as to provide continuous experience in success, or should they be so challenging that a certain amount of failure is inevitable? She concluded that failures should be avoided and successes planned for and whenever possible achieved – success releases energy and enhances chances for future successes. Failure indicates that the goal chosen was either inappropriate or above the present capacities of the
individual to achieve. Continuous failure in classroom settings will not only increase anxiety and stress but will also lead to a poor self concept. A healthy self concept can be a child’s greatest asset while a poor self concept can become a hammerlock on the child’s progress.

The failure to advance a child to the next grade may have either beneficial or disastrous effects. Normally, non-promotion is called “failure” and the child is simply exposed to the same sort of experiences and climate that proved unrewarding before. Although earlier it was assumed that threat of non-promotion would enhance pupil’s motivation recent research does not uphold these views. It has been found that the threat of failure does not increase motivation, nor does the removal of the threat reduce motivation (Lindgren, 1976). Unfortunately, in most of the schools in India if child fails to reach the requisite academic grade/percentage he is not promoted to the next class.

ADJUSTMENT

The concept of adjustment is used to denote the personality of the individual. It is also used to refer to one’s behaviour, psychological condition (normal or abnormal), sociability etc. This is also used to describe the quality and success of life. However, the concept of adjustment as a research variable needs to be explored.

The concept of ‘adaptation’ which is the key term of Darwin’s theory of evolution was borrowed and renamed as ‘adjustment’ by psychologists. Though the
The concept of adjustment was in usage for a long time to explain certain processes referring to the human behaviour, the scientific study of adjustment started only in the twentieth century.

The word adjustment came into popular use in psychology during the 1930’s and was given strong endorsement by Shaffers and Shoben (1936) his classical book “The Psychology of Adjustment”. He stressed upon the biological adaptation of the organism to its environment as adjustment. The behaviorists influenced the thinking of psychologists during the time which was a mechanistic approach to human behaviour. The term as used by Shaffers and Shoben (1936) was subjected to considerable criticism particularly with reference to its emphasis upon the mechanical adoption of human being to the demands of the environmental psychologists from Gestalt and Psychoanalytical schools pointed out that man adapts to his environment to meet his needs more effectively.

Adjustment is a process in which the needs of the individual on one hand and the claims of the environment on the other are fully satisfied. A plethora of definitions is given to the term adjustment by several scholars. These definitions relate mainly to the two aspects of adjustment: (1) Individuals efforts to meet his needs and (2) Adapting himself to the environment. Boring et al. (1948) define adjustment as “a process by which a living organism maintains balance between its needs and the circumstances that influence the satisfaction of needs”. According to Eysenck and Arnold (1972) “adjustment is a state in the needs of the
individual on the one hand and claims of the environment on the other are fully satisfied”. As Munn observes: “it is a continuous process of satisfying ones needs rather than something fixed and static and it involves virtually all aspects of human behaviour”. Thus, adjustment is not something fixed or static.

Coleman (1966) defines adjustment as, “effectiveness of the individual’s efforts to meet his needs and adapt to his environment”. Adjustment implies a constant interaction between the person and his environment each making demands on the other. Sometimes adjustment is accomplished when the person yields and accepts conditions which are beyond his power to change and sometimes it is achieved when the environment yields to the person’s constructive activities. In most cases adjustment is a compromise between these two extremes and maladjustment is a failure to achieve a satisfactory compromise.

William Coe (1972) states that “adjustment is a process by which an individual applies his resources to fulfill his personal needs while at the same time maintaining harmony with his environment”.

Benzamin Wolman (1973) in the Dictionary of Behavioral Sciences defines “adjustment as the harmonious relationship with the environment involving the ability to satisfy most of one’s needs and meet most of the demands both physical and psychological that are thrust upon one”.

Sometimes needs are not met because of some hindrances. Under such conditions adjustment takes the form of variation of the environment or variation in the organism, through the acquisition of responses appropriate to the situation.

According to Fredenberg (1971) adjustment involves transactions with the environment which may result in a change in one’s behaviour, or a change in environment or both. Each one of us experiences both internal as well as external needs.

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

Chouhan et al. (1978) view adjustment as an important psychological variable, which is an index of integration between needs and satisfaction related to the achievement of social acceptance age, sex, economic security and normal standards. As Abraham (1968) puts “adjustment generally means an effective adaptation to the environment both external and internal including conformity to group norms, mores, ideals, values and so on. He stresses upon the conformity to group norms, mores, ideals, values and so on. He stresses upon the conformity to group norms and values. But blind conformity to group norms and adapting oneself to the group with expression of his own thoughts and desires is not adjustment.
Mouly (1966) defines physiological and psychological equilibrium and propels himself towards self enhancement.

A significant aspect of adjustment is adjustment to other people. This is called psychology of interpersonal relation. According to Sullivan (1947) a person who “gets along” with other people is considered to be pleasant, considerable and likeable. Fradson (1961) states that “adjustment represents the quality of an individual’s behaviour in relation to his interpersonal relations”. According to Lindgren (1966) adjusted persons must accommodate themselves in order to meet certain demands of their environment. Therefore, the study of adjustment has to do with how we make such accommodation and how successfully we meet the demands that are made on us.

According to Smith (1958) the well adjusted person experiences conflicts and attacks his problems in a realistic manner. A mentally well adjusted individual’s organic, emotional and social needs are fully satisfied. He does not suffer from emotional craving and social isolation. He feels reasonably secure and maintains his self esteem. He knows to appropriate the goodness in the objects, persons or activities. He does not try to search for weaknesses and faults. His observation is scientific rather than critical or punitive. He likes people, admires their qualities, and wins their affections; he can easily accommodate or adapt himself to the changed circumstances by making necessary changes in his behaviour. He holds a realistic vision and is not given light of fancy. He always plans, thinks and acts pragmatically.
A well adjusted person, according to Atkinson *et al.* (1958), is a productive person. He has a quality of spontaneity in work and in social relations that we recognize as creative. A well adjusted person has zest for living, he does not have to drive himself to meet the demands of the day but enters into activities with enthusiasm. He has a philosophy which gives direction to his life while keeping in view the demands of the changed situations and circumstances. Further, a well adjusted person is able to form satisfying relationships with other people. He is sensitive to needs and feelings of others and does not make excessive demand for the gratification of his own needs and is able to reciprocate affection. A well adjusted person has awareness of his own motives and feelings. He does not try to achieve unrealistic goals and hence, does not feel guilty when he fails. In addition to being aware of his own impulses, the well adjusted individual has confidence that he can control or direct his own behaviour. He does not feel that he is a helpless victim of external forces.

On the other hand the failure of an individual to develop behaviour patterns necessary for personal and social structure is called maladjustment. According to Coleman (1966) any state contradiction to adjustment is called maladjustment.

Faire-weather (1964) reveals that the maladjusted individual fails to attain a state of adjustment with his circumstances and instead of trying to face upto the
situation, tries to run away from it. Maladjusted individuals, in a way or another fail to the accepted methods for meeting the demands of their environment.

Thus, different definitions of adjustment speak of the satisfaction of ones needs, in relation to the environment and establishment of harmonious relationship with his environment. Needs are satisfied with the framework of the society to which he belongs. Physical, psychological and socio-cultural environments are of greater significance in the adjustmetnal process at a given moment. For the satisfaction of a person’s needs and successful survival, he has to modify his behaviour or modify the environment or both.

The need satisfaction and adjustment to environment are interdependent. If the environmental conditions are not conducive to satisfaction of ones biogenic and sociogenic needs, adjustment to the surrounding becomes difficult. The individual faces adjustmetnal problems in the areas like home, health, social and emotional.

Any sort of deprivation or deficiency is sure to result in inadequate fulfillment of needs. Poverty and socio-cultural deprivation affect the adjusmental process. Poverty, sometimes generates socio-cultural deprivation, by which not only basic needs of the individual are thwarted, but also the sociogenic needs like love and belongingness needs, for approval, need for achievement, need for actualization of one’s potentialities also get affected by his environment. He cannot formulate harmonious relationship with environment. Mere satisfaction of basic needs is not
sufficient to make an individual adjust to his surrounding and keep him happy. Human needs are greatly influenced by social learning and socio-cultural conditions. In this connection Eric Fromm (1979) pointed out that, “as much as man is human, the satisfaction of these instinctual needs is not sufficient to make him happy, they are not even sufficient to make him sane.

Adjustment is a successful way of life of an individual. A number of obstacles will come in the way of satisfaction of needs resulting in various kinds of problems. They should not lead to maladjustment, for successful survival and self enhancement of individual, adjustment to his environment is very essential. That is why it is of immense importance to study the influence of various factors that influence adjustment.

In Maslowian framework needs and motives function in hierarchical manner, the higher needs are experienced only to the degree that the more basic ones have been relatively satisfied. Maslow assumes the existence of an actualizing tendency in the individual at the biological level. Accordingly, the individual has an internal need to actualize his potentialities. However, the core of such growth needs function in relation to a hierarchy of needs. Only as the individual’s most of the needs are met, does the higher growth needs become a potent force in motivation. As long as the individual’s needs of hunger, safety and human companionship remain unsatisfied, the person’s existence is governed mostly by deficiency motivation. But once these needs are relatively satisfied, the individual becomes more aware of his
growth motivation and of the needs to fulfill needs such as autonomy and creativity. It may take an entire life for growth needs to unfold, so that self actualization is more of a lifelong process than a readily attainable goal.

Self actualizing people according to Maslow (1971) are those who have reached healthier, more optimal level of functioning than the average person. Such people are relatively free from major psychological problems and have made the best possible use of their talents and strengths. Compared to the average person, self actualizing people have certain characteristics in common, such as continued freshness of appreciation of everyday realities, greater acceptance of themselves and others and high resistance to conformity. Hence, adjustment is not mere satisfaction of deficiency needs but satisfaction of growth needs in the true sense of being (Maslow, 1968).

Viewed in the light of Maslow’s theory, deprivation assumes a decisive role in shaping need pattern of the individual. Since, satisfaction of motivational demands depends upon the accessibility to resources available with the environment, deprivation can be assumed to shape and channelise our motives in significant ways, which in turn determines the adjustmental pattern of the individual.

Drawing the basic understandings from the above formulations, adjustment may be understood as the behaviour of the individual enabling him to cope with personal and environmental demands.
According to Bell (1968) adjustment is continuous on a continuum as family adjustment, health adjustment, social adjustment and emotional adjustment. The important areas of adjustment that are likely to be affected by deprivation are home, health, social and emotional adjustment.

Home adjustment involves how much the individual’s satisfaction or dissatisfaction with the home life, relationship with the parents, discipline etc. Deprivation of basic needs, or partial satisfaction of needs, lack of warmth and unsatisfactory relationship within the family may lead to adjustment problems. Deprivation has strong relationship with the home adjustment of the adolescents.

Health adjustment relates to the illness, ailments, diseases and health status of the individual. Health of individual depends upon the nourishment and medical care provided to him. Early malnutrition and illness cause everlasting effect on the health of an individual. Economic insufficiency, inadequate housing facilities, unsanitary surroundings and lack of awareness about health and nutrition lead to health problems. These conditions are the result of deprivation. Hence, health adjustment is associated with deprivation.

Social adjustment includes the individual’s participation in social activities, seeking and enjoying company of other desirable and favourable attitudes and establishment of spontaneous and harmonious interpersonal relationships. Poverty and socio-cultural deprivation limit the social participation. Hence, he avoids
meeting people, feels uneasy, awkward, embarrassed; remains in the background and
does not take initiative to meet other people. Deprivation has direct impact on the
social adjustment.

Emotional adjustment is concerned with the emotional instability of the
individual. Nervousness, depression, excitement, shyness are the characteristics of
maladjustment. Deprivation frustrates the individual’s satisfaction of needs, which
leads to emotional disturbance. Socio-cultural deprivation leads to feelings of being
rejected, inferiority, insecurity, inadequacy and lack of self control mechanisms, and
hostile rejection of adult values. As a result of deprivation, emotional adjustment
gets affected adversely.

Adjustment in simple term means the ability of the individual to strike a
balance between individual needs, expectations and reasons with that of
environmental availabilities in terms of goods, people and in situations. And this
balance needs to be created continuously. It is said that the organism in its every
moment of existence is referral strivering to adjustment with physical, scowl or
family situation and condition of life.

The organism which makes proper adjustment grows, thrives and develops
which does not fade into oblivion. Hence, adjustment assumes all significance and it
needs to be studied very systematically time to time.
Every individual is motivated by the desires to complete different activities in his life, such as being successful in school studies, experiencing happy home life, marrying, rearing children, earning success in vocation etc. If, in these activities, the relationship between individual wants and environmental factors tends towards wholesome and constructive attitudes and behavior, then the individual is supposed to have achieved good adjustment to life situations. But when he does not achieve successful fulfillment of his desires and aspirations in his relationship with other people then his behavior may reflect lack of satisfaction and he is said to be maladjusted. ‘Adjustment is a positive or negative relationship which comes to be established between the individual and his environment’. Environment includes people and social situations. Better adjustment is always made in the light of personal and social values found in the given situation. Any individual is constantly influenced by the environment when he struggles toward the attainment of self-expression, self-realization and security. His inner desires, wants and ambitions, are expressed through his overt behavior. Both his inner desires and overt behavior are influenced by environmental factors. If he sets for himself ego-satisfying (selfish) rather than socio-satisfying goals he may have frustration or conflict, toward good adjustment and this may result in unhappiness, discomfort, resentment (dislike) and mental tensions.

Adjustment is a continuous process of action in the life of human being with a definite purpose of meeting the needs of the self, the needs of the environment and the needs of the culture or society. The ultimate end of the process of action of the
adjustment is successful survival. The end result may be survival or extermination. A continuous close watch on the life of a human being may bring out many happy and unhappy events which are based upon the struggle for successful survival. Man is an interdependent creature, always expecting the help and the cooperation from other human beings and the culture or society in which he lives, for the fulfillment of his basic needs and also makes inevitable demands from them.

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

Adjustment is the combined influence of several forces in the adolescent’s environment that operate to produce a well-adjusted or poorly-adjusted personality. It is emphasized that personality is the result of the interaction of hereditary factors and environmental forces. Though the concept ‘adjustment’ was in usage for a long
time explaining certain processes referring to human behaviour, a systematic study came into existence only in the twentieth century. Only after that scientific studies on adjustment were started. Several authors in various fields of psychology and sociology attempted to make elaborate experimental studies. During the year 1906, Heymans et al. (1971) developed a list of symptoms concerned with the problem of adjustment. The word adjustment came into popular use in psychology during the 1930’s and was given strong endorsement, by Shaffers and Shoben (1936) in his classical book *The Psychology of Adjustment*, which appeared in 1936. It mainly emphasized the biological adaptation of the organism to its environment. Later on Lazarus (1961) brought out his famous work, *Patterns of Adjustment*.

According to Lindgren (1965) the term adjustment means that the persons must accommodate themselves in order to meet certain demands of their environment. Therefore, the study of adjustment has to do with how we make such accommodation and how successfully we meet the demands that are made on us. Shaffer said, “Adjustment is a process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of needs.” These needs can be biogenic originating in society, personal or communal or arising from any other conceivable source.

On the other, hand, the circumstances influencing these needs can either be inside the individual or outside the individual. Factors within the individual that influence these needs are his physical and mental states, capacity, attitudes, interests,
etc. Factors arising within the environment are usually geographic conditions, social conditions, political and cultural influences, and help in the fulfilment of needs while unfavourable influences hinder the satisfaction.

According to the view of Fredenberg (1971) adjustment involves transactions with the environment which may result in a change in one’s behaviour, or a change in the environment or both. Each one of us experiences both internal as well as external needs. Adjustive behaviour may be viewed as concerned with three levels of adjustment, those meeting the psychological, the physiological and the sociological needs of the individual.

Karen and Weitz (1955) state that the organism has certain needs or desires that must be fulfilled in order to adjust itself to the environment. As a result of this the organism changes, its behaviours in various ways for maintaining its behaviour in the environment. Thereby it fulfils its needs and wants and finds satisfaction. While discriminating the meanings of normality and abnormality he views that if we wish to indicate that an individual’s behaviour departs from the normal, it is necessary to do more than merely label him as abnormal or maladjusted; we must use additional words such as unusual “atypical” “deviant” or “idiosyncratic”, in order to convey specific meaning about his behaviour.

In the adjustment of adults, their occupational or vocational adjustment plays important role, the school or college environment casts its influence over the adjustment of the youngsters. How far a student is satisfied with his school building,
its discipline, timetable, co-curricular activities, methods of teaching, class and schoolmates, teachers and head of the institution, contribute significantly towards his total adjustment. Similarly, the occupational world of the adults dominates their mode of adjustment. The degree of satisfaction with the choice of occupation, working conditions, relationship with colleagues and boss, financial satisfaction and chances for promotion, decide one’s adjustment to one’s occupation and contributes significantly towards one’s overall adjustment.

The term ‘adjustment’ became very popular in psychological studies it was Shaffer who has given strong emphasis in his classical work “The Psychology Adjustment”. Shaffers and Shoben (1956) emphasized the biological adaptation of the organism living in the environment. This is a mechanistic approach on the lines of Watson’s behaviour. But writers of other schools of psychology have stated that man not only adapts to the environment but also by using his intelligence, experience and imagination (his environment for meeting his needs and demands. Lazarus (1976) discussed adjustment in terms of accommodation and assimilation.

A well adjusted child, according to Feinberg (1953) is like a well adjusted adult. He has good social adjustment and has harmonious relationship with the people with whom associated, at home, at school and in the playground. The degree to which an adult adjusts to others is the indication of how well he is adjusted as a person. According to Eysenck (1972), the psychological process of adjustment is dynamic in nature rather than static in quality. He states that the psychology of adjustment is based on the quality.
Adjustment is a continuous process of action in the life of human beings right from the period of childhood, adolescence and adulthood with a definite purpose to meet the needs of the self, the needs of the environment and the needs of the culture. The end of the process of action of adjustment is the successful survival of human being.

ACADEMIC ACHIEVEMENT:

Academic achievement is the reinforcing aspect of behaviour. An individual, with a high level of achievement is likely to do better, achieve greater and show excellence than the one who has least achieved. The basic needs and drives are inherited but many associate activities, which the human beings do, are learnt. Biological needs and drives may be the baseline factors of achievement but cognitive conditions such as desire to achieve or an urge to be with friends, cannot be discounted from the human achievement. Therefore, it would be apt to define achievement as any condition that might energize and direct our actions (Crooks et al., 2003). It is achievement that makes human behaviour more than the sum of its parts such as physiology, learning, sensation and perception.

CONCEPT OF ACHIEVEMENT:

Every man/woman has to do some work for survival and existence in the world. He/she has to perform deeds in different walks of life. He/she does hard labour for his/her success in different areas; he/she may do sound mental work and
perform toughest physical task, whatever he gets in the response or as a reward of these efforts is regarded as his/her achievement. Whatever one achieves in the different areas of performance is called one’s achievement. How far a man can attain success in a particular field can be estimated by means of his aptitude but how far he is successful in a particular subject and has possessed knowledge in that subject is known as achievement. It depends upon the success and the failure of the person. When a person aspires more and achieves less it is regarded as failure, but when a person’s aspiration level is low and he gets more, it is regarded as a big success. The closer group expectations and personal aspirations are to a person’s capacities, the greater is the likelihood that his achievement will be regarded as successful both by him and by the group (Hurlock, 1978).

Aspirations are the beginning of a chain of activities leading to successful or unsuccessful achievement. The central element in the successful achievement is motivation. A person must not only desire success, but he must be willing to set higher goals and greater success in the future (Hurlock, 1978). An achievement test is an instrument designed to measure relative accomplishment in specific areas of learning.