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CHAPTER – 1
INTRODUCTION

1.1 INTRODUCTION
The 21st century is called “centaury of the stress” because there will not be single person without stress. From the little child to old person each one is having stress. Stress is a nonspecific response of the body any demand. Stress is defined in terms of physical and physiological effects on a person and can be psychological as well as emotional too. It can be any situation or factor that can cause stress. Many factors are affecting the stress from that personality is the one of the major factor. It depends upon an individual how much stress he/she can sustain. It is also related to individual capacity of adjustment also. The same situation can be differently tackled in different way by the same person. That is why present study is conduct to know the inter effect of gender, occupational status and occupational experience in relation of occupational stress, personality and adjustment.

1.2 OCCUPATIONAL STRESS
In the past two decades, interest in the concept of stress and research an stress has reached an all time high. Life would be simple indeed if all of our needs were automatically satisfied. In reality, however many obstacles both personal and environment prevent this ideal situation. All situation positive and negative that require adjustment can be stressful. The emotional problems that developed were supposed to be due to stress.

Canadian physiologist Hans Selye was the first researcher to make use of the term “stress” to explain physical and psychological answer to respond to difficult conditions selye explained the concept of stress using the conditions dustress (bed stress) and eustress (good stress).
Stress is a nonspecific response of the body any demand. Stress is defined as a state of worry that arise from an actual or apparent demand that calls for change behaviour” (lazarus, 1999).

Physiological responses to stress are referred to as the “fight or flight” responses. The fight responses is the body reacting to the need to cope by reacting continued high levels of stress can direct to serious health circumstance including hypertension, cancer and psychological collapse. (Palmer, 2005)

Hans selye found that the body’s reaction to sustained and excessive stress typically occurs in three major phase.

(1) Alarm reaction: In which the body’s defensive forces are called to arm’s by the activation of the autonomic.

(2) Stage of resistance: In which biological adaption is at the maximum level in terms of bodily resources used.

(3) Exhaustion: In which bodily resources are depleted and the organism loses its ability to resist so that further exposure to stress can lead to illness and death.

Two person exposed to the similar situation could have dissimilar responses due to the purpose nature of the variable. The reason why individual practise stress differently may include internal and external factors. The internal factors may be personality age gender and people past experiences extend factors that may influence responses to stress include atmosphere diet and drug. Behavioural responses to stress also differs as people choose behaviours that they will help them grip stress.

Stress caused due to person’s work or employment is termed as occupational stress. Occupational stress has been the focus of a great deal of popular media attention and it comes up frequently in everyday conversation.
Occupational stress can be defined as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities resources or the worker. Occupational stress is also important because of its impact on society as a whole. It is unlikely that a person experiencing constant stress on the job will function effectively in his or her others roles such as husband wife parents neighbours and community member occupational stress is clearly not the “cause of all societal ills” but it does have an important and real impact on individuals organizations and society.

1.2.1 DEFINITION OF OCCUPATIONAL STRESS:

Occupational stress is careful to be a person psychological state which has to do with the person’s perception of the work environment and the moving practice of it.

Attempts to identify the sources of occupational stress have discovered many culprits. Cary cooper has developed a concise yet complete list of six sources of work stress.

Job conditions: Quantitative, & qualitative work overload people decisions, physical danger.

Role stress: Role ambiguity, sex bias and sex role stenotypes.

Interpersonal factors: poor work and social support system lock of management cancer for the worker, jealousy or anger.

Career development: Under promotion over promotion job security frustrated ambitions.

Organizational structure: Rigid and impersonal structure political battles inadequate supervision or framing non participative decision making.

Home work Interface: Lack of support from spouse marital conflict dual career stress.
OCCUPATIONAL STRESS CAN BE APPROACHED FROM FOUR DIFFERENT PERSPECTIVES:

(1) Medical  
(2) Clinical /Counselling  
(3) Engineering psychology  
(4) Organizational psychology

The medical approach to occupational stress is a focus on the contribution of stress in the workplace to employee health and illness.

The clinical/counselling approach to occupational stress emphasised the impact of stressful working condition on mental health outcomes. Eg. Anxiety, depression. This approach tends to focus more on treatment then on research. That is rather than focusing on why stressful work condition lead to problems adherents of this approach tend to focus on developing method to relieve stress related symptomatology.

The engineering psychology approach to occupational stress focusing on sources of stress that originated from the physical work environment engineering psychology focuses on the interface between employee and the physical environment.

The organizational psychology approach the occupational stress it characterised by a member distinctive features. This approach tends to focus heavily on cognitive appraisal or the process by which employee perceive the work environmental and decide whether it is stressful. This approach tends to focus on sources of stress that emanate from interaction with others.

1.2.2 CAUSES OF OCCUPATIONAL STRESS:

The causes of occupational stress are many and different for each individual. Many studies of stress at work have shown that there is a diversity of organizational factors that are active in causing stress (Sutherland & Cooper, 2000)
McGrath exposed that there are six possible course of stressors in an organizational setting including task based stress; role based stress, stress intrinsic to behaviour, stress arising from the physical environment, stress arising from the social environment, and stress within the person system.

1. ORGANIZATIONAL FACTORS:

ORGANIZATIONAL STRUCTURE AND MANAGEMENT: Cooper (2001) believes that psychological damages often due to the civilization and management style inside an organization. He highlighted that factors relating to organizational arrangement and climate that are that allow employees little sharing in decisions touching their work; lack of enough communication between managerial and non-managerial levels. It indicate that limited chance for advancement, inadequate performance feedback, performance appraisal events being too little and biased be in command of systems and culture within the organization, may be perceived as stressors.

RELATIONSHIP AT WORK: Sutherland and Cooper (2000) preserve poor-work relations as low levels of supportiveness and low attention in problem-solving within the organization. Jarvis (2002) found that issues such as social-support amongst have an impact on levels of stress amongst teachers. Negative relations and the nonattendance of support from colleagues can be major stress for employees. According to Sutherland and Cooper (2000), the quality of interpersonal associations at work is important in that helpful relationships are less likely to create force associated with competition. In addition, the relationship can be potentially stressful when the leadership style is demanding and acknowledgment and praise for effort are valuable for boss subordinate association. In combination with this, point to that in situation where the
relationship between supervisor and subordinate is harmful, problems of emotional unsteadiness may occur (Cartwright and Cooper 1997).

**LACK OF REWARD RECOGNITION:** Cooper & Bright (2001) indicate that one of the major causal factors to job stress is lack of rewards and recognition.

2. **JOB STRESS:**

**WORKING CONDITIONS:** Seyle believes that a positive level of stimulation is needed for performance but when the stimulation exceeds over ability to meet the demand placed on the employee a feeling of suffer exhaustion is experienced. In contrast, when employees are not comfort or do not believe that their contribution is valued and poor morale are qualified. Working conditions of job have been linked to mental health. It was found that poor psychological health related directly to disagreeable working conditions, physical-effort and speed in job performance and extreme, not convenient working hours. (Osipow & Davis 1998).

**QUANTITIES AND QUALITATIVE OVERLOAD:** Qualitative excess as a source of stress is linked to low levels of self esteem as individual slack the necessary ability to do a new job. In contrast, qualitative under load is damaging as the individual is not given the chance to use acquired skills and abilities, resulting in feelings of powerlessness to demonstrate talents (Sutherland & Cooper 2000).

**WORK ENVIRONMENTAL FACTORS:** Environmental factors reason stress are those universal factors that are not intrinsic to workers but depend on the environment of the organization. Cooper and Bright (2001) stated that along with the work environment, the person role at work has been identified as the major source of stress because of
role conflict, accountability for people and conflict of role border. Career development is another area having stress impact and lack of safety.

3. ROLE STRESS:

The most greatly researched-dimensions of role stress are role vagueness and role conflict. Stress occurs because of role ambiguity (Jones et al., 2001). Role disagreement strangeness of the prospect linked with a role has been associated with lowered job approval, higher job tension, and physiological stress (Sutherland & Cooper 2000; Yousef, 2003). Role ambiguity, role conflict and level of answerability for others are often looked upon as the major sources of stress.

ROLE AMBIGUITY: Role ambiguity refers to the degree to which employees be short of clarity about their role or the task stress at work (Spector, 2000). It occurs when an employee does not know or realize the prospect and demands of the job (Kahn & Cooper, 1993).

ROLE CONFLICT: According to Lopopol (2002), role conflict happens when an employee experiences mismatched stress or incompatible goals nearby tasks linked with their job that can persuade negative emotional response due to apparent inability to be effective on the job. Furthermore, having to do tasks that are not perceived to be part of one's job role can potentially lead to stress linked with role conflict (Cooper & Sutherland, 2000).

ROLE OVERLOAD: The number of dissimilar roles an individual has to complete can lead to extreme demands on the individual’s time and may create doubt about the ability to do these roles adequately (Driscoll & Cooper, 2002).
4. **INDIVIDUAL FACTORS:** O’Driscoll and Cooper (2002) affirmed that individual dissimilarity may play a major role in the affiliation between work-related stressors and psychological strain.

1.2.3 **THEORIES OF OCCUPATIONAL STRESS:**

There are a variety of occupational stress theories. Theories of occupational stress have been categorized by as either interactional or transactional (Cox, Griffiths, & Rial Gonzalez, 2000).

1. **INTERACTIONAL THEORIES:**

Interactional theories of stress focal point on the structural features of the person’s interface with their work environment (Dollard, 2003). Early researchers used fundamental input-output or stimulus-response approaches, whereby the scale to which major life events or features of work design predicted a negative outcome—be it, psychological, physiological or behavioural (Jones & Kinman, 2001). In the occupational stress literature, the environmental-stimulus-individual response definition cause what is known as the stressors and strain approach. The relationship between stressors and strain is consideration to be causal. Hence, much of the research focuses on sensing various occupational stressors and examining their relationship to diverse indices of nervous tension, including measuring individual and organizational factors that might restrain this relationship (Hart & Cooper, 2001).

2. **TRANSECTIONAL THEORIES:**

Transactional theories of stress focus on the person’s touching response related to their surroundings. The traditional causal model of stress has been prolonged from a unidirectional conceptualization to a transactional explanation, whereby stress is “entrenched in an ongoing
procedure that involves individuals handle with their environments, making appraisals of those encounters, and efforts to cope with the issues that arise” (Cooper, 2001). According to Folkman and Lazarus (1991), assessment comprises the successive processes of primary appraisal—continuous-monitoring of environmental-conditions with a center on whether there are likely to be consequences for the individual’s happiness, and secondary evaluation, what can be done should such cost occur, that is, the identification of a possible managing strategy. Coping refers to any effortful attempt to vary environmental circumstances or manage feeling regardless of outcome (Lazarus & Folkman, 1991). The discussion on the interactional or transactional theories of occupational stress exposed that the researchers have conceptualized these theories in more than a few fundamentally dissimilar ways. The central point of interactional-theories of stress is the 24 structural appearance of the person’s communication with their work environment, whereas, the transactional-theories of stress center on the person’s moving reactions and cognitive development related to their environment.

1.2.4 MODELS OF OCCUPATIONAL STRESS:

Employers and governments around the world have had an increasing interest about the occupational stress for the last two decades and therefore, a lot of research has been undertaken in this field. Some of the more popular and widely used models are discussed below and an attempt has been made to bring to light the commonalities in the research and to draw a model suitable for the present research.

1. PERSON ENVIRONMENT FIT THEORY:

According to the Person environment fit theory. Stress and strain in the workplace is caused by the interaction of a worker with his or her
environment. The model was developed by French (1972) and his colleagues who suggested that occupational stress. Occur if an individual lack the capabilities Skill or resources which are needed to satisfy the demands of her or his work and organizational climate. (French & caplin 1972; French Caplan & Harison 1982).

If job demands and pressures in the workplace exceed the skills and abilities of an individual or if the employees goals and values conflict with these work demands, a misfit between the characteristics of an individual and his or her work environment occurs. The larger discrepancies in the fit between the individual and the environment, the more severe the occupational stress will be and the higher the probability that the individual will experience negative consequence in his her job performance.

2. BEEHR AND NEWMAN’S FACET THEORY:

Beehr and Newman’s Facet model (1978) future that occupational stress could be broken down into a number of facets that stand for categories of variables to be studied. Personal facet refers to the even characteristics that employees bring with them to the work place, the time facet, which reveals that the process of individual’s acuity of stressor in the environment is embedding with of time context.

3. DYNAMIC EQUILIBRIUM THEORY:

Dynamic Equilibrium Theory proposed by Hart and wearing (1993) deals with the concern of the role of personality plays in the stress process.

According to this theory, Stress is not conceptualized as a demand, a response or process but as a state of disequilibrium exists when it affect the individuals normal level of psychological well-being. Stress results
from a diversity of variables including personality characteristics coping process positive and negative work experience.

1.3 PERSONALITY

The word personality is freely used by people in their conversation. But the speakers do not always have a clear idea of the term personality. Personality often means different things to different people. When a Layman says, Naman’s has a good personality, it mean Naman’s physical appearance is good, or he dresses well, or he expressed himself well, or he can easily impress other, or he has a strong character. Thus the speakers as well as the listener are vague the meaning of personality.

People may not know the exact meaning of the term personality and yet they use the word frequently, because personality is something which interests each one of us.

Personality is a very abstract word and it has several aspect. Moreover, philosophical, theological, juristic, sociological and psychological meanings are also attached to the word personality. Because of this, personality has been defined in several different ways. Each of these definitions shows a trend of thinking and emphasizes some aspect of personality. Before we arrive at a comprehensive definition let us go through some of the definition.

1.3.1. DEFINATION OF PERSONALITY:

According to Mann defines personality as the most characteristic integration of an individual’s structures, modes of behaviour, interest, attitudes, capacities, abilities and aptitudes, specially when considered from the standpoint of adjustment in social situation.
According to G. W. Allport: Personality is the dynamic organization within the individual of those psychological systems that determine his unique adjustment to his environment.

According to Salvatore Maddi: “Personality is a stable set of characteristics and tendencies that determine those commonalities and differences in the psychological behaviour (thoughts, feelings and actions) of people that have continuity in time and that may not be easily understood as the sole result of the social and biological pressures of the moment.

This definition emphasizes all the important aspect of personality. A careful analysis of the definition would enable us to from a scientific conception of the personality. Let us therefore, examine each portion of the definition.

Dynamic organization. Human personality is an organized system. Organization also implies disorganization. A disorganized personality is called abnormal. The organization is called dynamic because it is constantly changing and evolving. It is active organization. It is motivational and self-regulating.

Psychophysical systems. Psychophysical systems include habits, attitudes, sentiments and the other disposition known as traits. Psychophysical also means that personality is both mental as well as neural.

Determine. Personality is not the same as behaviour or activity. It is what lies within the individual. Personality is something and does something.

Unique. Every person adjusts himself to the situation in his own unique way.

Adjustment. Survival depends on adjustment and personality is a mode of survival. Adjustment may be to the physical world as well as to
the imagined or ideal world. It involves mastery as well as passive adaption. Human adjustment is not merely reactive adaption, but it is spontaneous, creative behaviour towards the environment. Adjustment also implies maladjustment.

**Environment.** Environment is a broad term which includes geographical environment as well as the behavioural environment.

### 1.3.2. ASSESSMENT OF PERSONALITY

**THE SCIENTIFIC METHOD:**

When you meet a person you normally mark his expression gestures, reaction, style, and you form an opinion about him. You may even say, I know what type of man he is. This sort of assessment of an individual is not always accurate. It is based on general impressions, and we cannot call it scientific. Psychologists have developed certain methods for the assessment of personality. These methods are scientific because they have the following characteristics.

**RELIABILITY:** The scientific assessment makes use of a reliable tool. A Reliability consists of stability and consistency. If a person tested at six-month intervals gets comparable scores on successive tests, the test is called stable. Consistency refers to the degree of agreement inside the test. A reliable test is free from chance error.

**VALIDITY:** A valid test measure what it is supposed to measure. Validity is a relative term. A test is valid for a particular purpose or in a particular situation.

**OBJECTIVITY:** Objectivity refers to unbiased scoring of the responses. An objective assessment yields the same result even if it is done by several different individuals. The scoring and the interpretation are free from prejudice of the investigator.
**STANDARDIZATION:** It is a process through which the investigator obtains norms for comparing individual scores. The process of standardization covers a wide range of data, so there is a scope for comparison. This reduces sampling errors.

1. **QUESTIONNAIRE:**

   This device tries to infer the nature of the person’s inner organization from his answer to the questions. For example, the following questions may be asked to test the person’s emotional instability. Do you usually sleep well? Do you have nightmares? How are you and others affected by his appearance and manner?

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2. **RATINGS:**

   The investigator uses ratings to find out how far a particular quality is possessed by his subject. These tools are used to study the common traits. Ratings are used to make quantitative comparisons of people in respect to one variable a time. These devices are commonly used by practical purpose. The investigator following this method records his impressions on a rating scale. Various types of scales like Graphic scales, Numerical scales. Have been developed for the purpose of recording the impressions accurately. The following is an example of a five-point rating scale.

   Do you usually sleep well?
   Do you have nightmares?
   Do you ever have the sensation of falling when going to sleep?

The questionnaire has the following advantages:
(a) It is easy to administer (b) It can be scored objectively (c) It is possible to make quantitative comparisons of individuals and group from the results. Questionnaire has the following limitations: (a) Some subjects may say ‘yes’ or ‘no’ to any question regardless of its content, (b) the subject tries to present a socially desirable picture of himself through his responses.

3. INVENTORY:

Inventory is a standardized questionnaire. Usually it is designed to measure one and only one variable, but there are many inventories measuring more than one variable. They are also known as tests of attitudes, test of interests, test of opinion, or tests of traits. Generally, inventory is in the form of questionnaire. The subject gives responses in terms of ‘yes’ or ‘no’. Some inventories give a long list of statements. These statement refer to different situation. The subject indicates which of this statement apply to him. One such widely used inventory is Minnesota Multiphasic Personality Inventory (MMPI). These are 550 items in this inventory. These items cover a wide range of areas such as health. Psychosomatic symptoms, neurological disorders, motor disturbances, social, educational, occupational, political, religious, sexual and many psychotic behaviour manifestation. The subject classifies these items into ‘true’, ‘false’ and cannot say’ categories.

4. INTERVIEW:

Interview is a method to obtain accurate information of personality of the subject. Like all judgement situation the success of interview depends on these factors:
The skill of the interview.
Openness on the part of the subject.
Proper selection and framing of questions.
A good interview has the following advantages.
It is flexible and therefore the interviewer can seek further information on a point.
A friendly interviewer is preferable to an impersonal instrument.
A part from the subject’s verbal answers the interviewer can observe his gesture and reactions.

5. PROJECTIVE METHODS:

The chief characteristic of projective tests is that the stimulus presented before the subject is vague and meaningless. The subject has to find a basis for his response. This is a projection of his own personality. Thus the situation presented is unstructured and could be interpreted in so many different ways, depending on the inner conditions of the subject. The important thing is that it is the subject who supplies ‘meaning’ to the situation. The ‘meaning’ supplied by him reveals his personality.

The subject what meaning will make a good impression on the investigator. These is therefore, less possibility of his using mask here, than in case of questionnaire and inventory.

THE RORSCHACH TEST:

This test was constructed by Rorschach in 1921. He avoided the use of verbal material because he wanted associations of ideas to be free from cultural influences. He made use of ink-blots. Each ink-blots is symmetrical, irregular in outline, varied in shading and lends itself to a number of interpretations. When the test is administered the subject is put in a relaxed mood. Then the card is presented and he is given complete freedom to handle the card. The investigator asks the subject to tell him what he sees in the ink-blot picture or what the picture makes him think.
of. The investigator records the subject’s exact words, time taken and his significant gestures. The responses are tabulated and scored. The investigator then interprets the responses. Some of the factors considered for interpretation are the location of responses, the use of form, the reaction to colour and the perception of movement. Relatively less attention is paid to the actual content reported by the subject.

- **THEMATIC APPERCEPTION TEST:**
  Thematic Apperception Test (TAT) was developed by Murray in 1938. Rorschach has used ink-blot as stimuli, whereas Murray has used human figures. There are 20 pictures as a blank card in the present TAT. The picture is presented to the subject and he is asked to make up a story about the picture. He is asked to give the cause of the situation and to tell what the characters are thinking and feeling, and finally to predict the outcome of the situation. Normally 20 pictures are presented, and five minutes are allowed for each picture. There are complex scoring systems for TAT. Some psychologist try identify significant themes, needs felt by the subject, and emotional attitudes towards others while interpreting the stories.

- **1.3.3. PERSONALITY DETERMINANTS:**
  Personality results from the interaction between inherited and environmental factors. Some personality differences are due to the bodily differences among individuals. Thus physical traits are included among personality determinants.

  The process of maturation takes place in the context of an environment setting. Social institutions like family, social, group, occupation, and marriage also shape the personality of an individual.
1. BIOLOGICAL FACTORS:

Personality is a product of many interacting factors. The biological organism also plays a role in personality differences. Every individual seems to have a unique biochemical pattern and therefore, possesses a unique personality.

Biological factors have some significance in shaping personality. These factors are heredity, autonomic nervous system, central nervous system, and endocrine glands.

❖ HEREDITY:

At the time of conception each child receives forty-six chromosomes from its parents. These chromosomes contain the genes responsible for the transmission of attributes from the parents to the child. Physical characteristics such as height, weight, colour of hair and eyes are in some way generally determined. There is also an evidence that genes play a part in determining individual differences in behaviour. William Sheldon describes three basic types of body-build. Each body-build has corresponding personality characteristics.

THE ENDOMORPH: This types of person is round. Fat and bulky. His personality characteristics are tolerance, complacency. Sociability, affectionate nature, and easy going behaviour.

THE MESOMORPH: This type of person has hard strong and muscular body. He is aggressive, firm competitive, energetic, and dominating.

THE ECTOMORPH: The ectomorph has a lean and delicate body. He is restrained, withdrawn, intellectual and anxious.

Allport describes the relationship between heredity and environment as personality determinants. According to him we inherit the raw material of
our personality which is then moulded into its mature form by environment.

❖ AUTONOMIC NERVOUS SYSTEM: Autonomic Nervous System (ANS) has a purely motor function. Its two main branches sympathetic and parasympathetic have connections with bodily organs like eye, hands, heart, lungs, stomach kidneys and intestines. This system is closely related to emotion and motivation. It also has effect of the homeostatic processes, and on temperament. According to Freeman temperamental differences among people are found in three respects: drive arousal and week control are likely to make poor adjustments and they may even commit crimes. Persons with weak arousal and strong control is generally successful. All of us similar autonomic-nervous system mechanisms, but each individual responds in his own way to a stimulus which causes ANS arousal.

❖ CENTRAL NERVOUS SYSTEM: The activities of ANS are the results of the messages from the Central Nervous System (CNS). CNS includes the spinal cord, the medulla oblongata, the mid-brain, the cerebrum and cerebellum. Electroencephalograph (EEG) records brain waves arising from activity in the nerve centres. Soul, Davis and Davis have conducted research in this area. They first classified their EEG records as slow or fast and as regular or irregular. Then they looked for the corresponding personality traits. Person in the slow-regular group were found passive while the persons in the fast group were found fairy aggressive. Hostile persons indicated a mixed pattern.

❖ GLANDS: Endocrine glands pour their chemical substances directly into blood. This chemical substance is called hormone. Hormone
is carried by the blood to another organ in which it causes activity. The hormones have a definite impact upon personality. According to Louis Burman; The neurotic and the deteriorated, the insane and the criminal are victims of glandular defects. Some of the important glands are discussed below.

**THE PITUITARY GLAND:** It is situated at the base of the brain. It is the size of a pea. It is known as the master gland as it controls the functioning of the other glands. It secrets hormones which have effects on growth process and sex organs. As a result of over secretion the person grows very tall, while under secretion makes him very short.

**THE THYROID GLAND:** It is situated at the base of the neck. It secretes thyroxin. Thyroxin is 65 percent iodine. Too much thyroxin increases the pitch of activity and too little thyroxin makes the person slow, lethargic and unable to concentrate.

**THE ADRENAL GLAND:** There are two adrenal glands one atop each kidney. Each adrenal gland consists of cortex and medulla. Over activity of cortex causes increases in masculine sex traits, while its under-activity causes schizophrenia.

The medulla secrets a hormone called adrenaline. The activity of the medulla is increased by emotion like fear and anxiety. This increases the supply of adrenal into blood stream. The increased supply caused ailments such as heart disorder, blood pressure, acidity and ulcers.

2. **ENVIRONMENT:** All external conditions and influences that affect the life, behaviour and development of an individual is called environment. The influence of uteral environment on the organism starts with conception. After birth the child grows up in physical environment. Family, school, marriage and occupation constitute the social environment. The cultural environment
consists of the cultural patterns norms, values, beliefs and tradition peculiar to a certain culture. All these factors influences personality development of the individual.

- **FAMILY**: The child is primarily shaped by its family. Here the mother-child relationship is crucial. It is the mother who supplies the child with much of his stimuli. The child who is deprived of the mother’s care turns out to be apathetic and linguistically and mentally backward. Researchers show that rejecting mothering style results in over dependency, poor socialization, and lack of initiative among young children.

  Family atmosphere also affects personality development. In different families children meet different rewards, punishments, frustrations and threats. Different children are provided with different models by their parents. The formation of role expectancies depend on the family atmosphere.

  The first year in the life of an infant seems to be very crucial, and there is a belief that the basic pattern of individual’s personality can never be changed after the first year. Freedom and affection lead to positive attributes of personality. Punishment and rejection cause hostility and delinquency.

- **THE SCHOOL SYSTEM**: The child spends about the first five years of his life in the family and among the peers. Then he is sent to school where he spends most of his time. The school system plays a crucial role in shaping his personality. The institutional rules, the school tasks, rewards and punishment, the new problems, new taboos, and the new models for imitation are the factors which influence personality development of the child. The school system is so much important to
personality development that the all round development of individual’s personality is considered to be the chief aim of school system. School is thus an agency which seeks to develop the individual’s personality through the process of formal education.

There is a continuous interaction between the teacher and the child. In a way the teacher influences the child as his parents do. It is in this sense that the parent is called the first teacher, and the teacher is called the second parent. The personality of the teacher and his attitudes deeply influence the child’s personality. The teacher also serves as a parent’s substitute and a model for imitation.

- **ECONOMIC FACTORS:** Economic situation also influences the individual’s personality. This is so because it involves expectations of the parents who the child to be economically well off. Researches show that the lack of money leads directly to certain kinds of frustrations.

  The person’s occupation influences his personality. He has to accept a certain kind of role and conform to certain working conditions. His income comes in the form of reward. Recognition of his work brings gratification. If the individual is not able to adjust himself to his work he becomes a misfit, while job satisfaction plays a part in boosting up his self image. A good occupation increases the probabilities of a harmonious home life. Persons of higher class prejudices and are often hostile. Children in middle class families learn the value of hard work, ambition and self control.

- **SOCIAL VALUES:** The process of maturation is in a way the process of socialization. Through this process the child learns cultural norms. He also to conform to social tradition and becomes in this sense a normal member of the society. The child imitates the behaviour of the
heroes of his culture. Personality is called a mirror of the culture. At the same time culture is a mirror of personality. No culture is possible without the existence of the individual who have unique personality.

The person with the normal self image finds social adjustment easy. A well adjusted individual is able to adapt himself to social reality. This does not mean that social conformity is always desirable. The individual may refuse to conform to the existing social norms in order to find a better social ideal.

Maximum personality development is possible in an individual-centered culture. Our aim therefore, should be to go on modifying the culture to provide greater individual freedom. The individual’s intelligence should be freed from the bonds of emotional and cultural distortion.

1.3.4 PERSONALITY THEORIES:

- PSYCHOANALYTICAL THEORIES (SIGMUND FREUD):
Freud is considered to be the founding father of psychoanalysis. He tried to understand the process of personality development by exploring the unconscious as well as the conscious mind. He pointed out that the unconscious is very powerful and it determines most of human behaviour. While studying nervous disorder in some patients he discovered that human behaviour has a source much deeper than the conscious mind. The main impulse behind human behaviour is the unconscious. It is the source which provides the motivational energy of its own, but energy is continually transferred from the unconscious to the conscious. Personality problems arise when this energy transfer is disturbed.

   In 1922, Freud proposed a new division of mind into three systems: The id, the ego and the super ego.
THE ID: This is the amount of mental energy which the child inherts. At birth the mind consists only of the id. The id is in the form of irrational drives. Its only aim is to satisfy the basic, animalistic needs. The child is, therefore, more of an animal and less of a person. The id is the primitive side of man. It is entirely unconscious. It is a blind, unsocialized, amoral force.

The id consists of instincts. These instincts fall into two groups. Eros instincts and thanatos instincts, the eros instincts are the drives directed towards self preservation and towards preservation of the species. The thanatos instincts are the death wish. They take the form of aggression which may be directed outside towards others or inside towards the self.

The instinctive drives of the id are called primary processes. These drives have selfish objectives. They always seek gratification at all cost. This is called the pleasure principle. During the first year of his life, the child is entirely dominated by the primary processes and the pleasure principle.

THE EGO: This part separates itself from the rest of the id. It is called the ego. With the emergence of the ego the socialization of the child begins. This happens from the second year of life. We have seen how the id obeys the pleasure principle. The ego functions according to the reality principle. The ego processes are called secondary processes. When the id allows surplus energy to the ego the result is creative pursuits. But the id always remains ready to stop the supply of energy to the ego and to reassert itself.

THE SUPER EGO: When the child reaches the age of about six, part of the ego separates itself and forms the super-ego. The ego learns about reality from the other people. It receives the moral views of the adults. These views are sometimes based on wrong beliefs and prejudices.
of the adults. Therefore the ego cannot accept them. A part of the ego breaks away to deal with this kind of situation and it is called the super-ego. The individual obeys the super-ego and strives towards the ideal self.

A part of the super-ego is conscious, but most of it is unconscious. Its under-development or over-development cause personality problems. A well balanced super-ego is an essential part of a mature personality. The personality is healthy if there is a smooth transfer of energy from id to ego to super-ego. It is important that these three systems remain in balance. When this balance is disturbed, excessive anxiety is caused which results in personality break down. There are three forms of anxiety; neurotic anxiety, realistic anxiety and moral anxiety.

**NEUROTIC ANXIETY:** In neurotic anxiety, it is id that dominates. The ego has a fear of being swept by the forces of id. When this happens person becomes victim of neurotic anxiety. He is not aware of the cause of his problem. He only experiences a nameless fear. In a deep sense it is the fear of one’s own drives and impulses.

**REALISTIC ANXIETY:** This occurs when the ego dominates. The person faces many difficulties in real life and the ego spends a lot of energy in dealing with them. There is little energy left to enjoy the pleasure of the id. The person becomes incapable of enjoying normal things of like food or sex. Excessive realistic anxiety is called trauma.

**MORAL ANXIETY:** The person gets moral anxiety when the superego dominates. He becomes a prisoner of the over-rigid value system learnt from his parents. He strives for lofty ideals and tries to cultivate unrealistic virtues. He develops deep guilt feeling and rejects both the pleasure principle and the reality principle. He lives in the world of taboos. He feels that he is inadequate and unworthy, and invites punishment on himself.
EGO DEFENCE MECHANISM: The above mentioned three forms of anxiety arise from different systems within the personality, but it is always the ego that experience the anxiety. In face of anxiety-causing situation the ego uses certain weapons. These weapons are called defence mechanisms. Defence mechanisms utilize a great amount of psychic energy. Therefore, little energy left for productive activities. The major defence mechanisms are discussed below.

REPRESSION: The ego tries to put the cause of the anxiety out of the conscious mind. This does not mean that the anxiety is removed. It merely sinkes down into the unconscious. Repression can come back when the control is removed. It may also come back in a disguised from.

PROJECTION: The ego attributes to other people those urges and failings which it is afraid of recognising in itself. The person who is hostile to others often complaints that all the others are hostile to him.

RATIONALIZATION: The ego puts forth a seemingly reasonable argument to explain away its failure. When the person fails to get the desired object he may say that it is not worth having. Similarly, the person may try to glorify the worthless object only because he has it. A sadist may rationalize his use of the corporal punishment by arguing that it is for the good of the individual who is punished.

REACTION FORMATION: The ego defends against a powerful id’s urge by putting more emphasis on its opposite. The person with a strong sex drive may start a campaign against obscene posters.

REGRESSION: The ego repeatedly returns to a form of behaviour that had gained attention and sympathy in the past. In a difficult situation a grown up individual may weeping like a child.

NORMAL DEVELOPMENT: When the id, the ego, and the super ego are in a state of balance, the person is said to have a normal personality. A mature person gives up defence mechanisms and finds
more efficient ways of dealing with reality. He is free from overdependence on the primary process of the id, and he learns to transfer his energy to the secondary process of the ego. This displacement enables a mature person to acquire proper interest attitudes and aspirations. Through smooth displacement, the id’s drives are channelled into development stages. The aggressive drives turn into leadership, the self-preservation drives turn into industry and competence, and the libido drives takes the from of marriage and parenthood.

According to Freud, this normal development proceeds through various psychosexual stages. During each stage the instinctive drives which are to be displaced are centred on a particular erogenous zones of the body. These zones are oral, anal and genital. The individual remains more sensitive to the experiences associated with the zone concerned during a given stage.

**neo-analytical theories (karen horney):**
Horney was dissatisfied with orthodox psychoanalysis. She accepted the framework of Freudian theory but departed from it on several points.

She does not accept Freud’s concept of penis envy as the determining factor in the psychology of women. Conflict in a woman is not the result of her jealousy the male. According to Horney, feminine psychology in based on lack of confidence and an overemphasis of the love relationship. Oedipus complex is not a sexual aggressive conflict between the child and its parents, but an anxiety growing out of rejection, overprotection and punishment. Narcissism is not really self-love but self-inflation and overevaluation owing to feeling of insecurity.

The insecure child develops various strategies to cope with his feeling of isolation and helplessness. He may become hostile or he may become overly submissive. He may develop an unrealistic picture of
himself, or he may indulge in self-pity. If he cannot love, he may try to obtain power over others. He may exploit others and become highly competitive.

The individual may apply irrational solutions to the problem of disturbed human relationship. This gives rise to the following neurotic needs:

The neurotic need for affection and approval, the neurotic needs for a partner who will takeover one’s life. The neurotic need to restrict one’s life within narrow borders. The neurotic needs for prestige, the neurotic need for exploit others, the neurotic ambition for personal achievement, the neurotic need for self sufficiency and independence and he neurotic need for perfection and unassailability.

All inner conflicts develop from these ten needs. Horney further classifies these ten needs under three needs; (1) Moving towards people (love). (2) Moving away from people (independence). (3) Moving against people (power). These three are not mutually exclusive. So the normal person can resolve his conflicts by intergrating them. Horney does not accept that conflict is build into the nature of man. According to her, conflict arises out of social conditions.

**HUMANISTIC THEORIES:** Humanistic theories of personality have several points of similarities that humanistic theories study man as a person. Like Jung and Adler, Humanistic psychologists believe that personality is never complete. It constantly keeps on developing throughout life.

Abraham Maslow: Maslow is considered to be founder of humanistic psychology. Maslow insists that man should be studied as a person. This means that man is motivated by a number of things over and above the instinctive need proposed by Freud or the needs towards self-
discovery or towards social relationship of Jung and Adler. According to Maslow the psychoanalysis miss the essential diversity of man. Hs stressed the fact that all men are different. The psychologist can suggest only 8 general framework of motivation, within which each personality will find its own place. History of man shows that man is not just motivated by his own pleasure, his own desire for self-discovery, his own need to establish himself in society but by higher ideals like self sacrifice. Man also has urges towards arts and scientific discoveries. Maslow’s framework is in the form of a hierarchy. Basic needs are at the bottom. Once these are satisfied man develops the higher order needs. The hierarchy is as under:

1. Physiological needs : Food, Sex,
2. Satisfy needs : Protection from neglect
3. Social needs : Social acceptance
4. Ego needs : Self esteem, status
5. Self-fulfilment needs : Insight, Creativity

Maslow has described the higher order needs (No. 4, 5) as meta needs. The person who successfully satisfied his basic as well as meta needs achieves self actualization. The self actualized person has all the characteristics of a mature personality.

\* NOMOTHETIC THEORIES OF PERSONALITY: Nomothetic theories try to describe what personality is like. Therefore they are also called descriptive theories. Nomothetic theories are approach to personality study which attempts to describe certain psychological elements presumed to be common to all individual.

H.J. EYSENCK: Eysenck recognises two main personality dimensions. These are extraversion-introversion and neuroticism-stability.
Extroversion-Introversion: The extravert is a person who is oriented consciously towards the outer world. He easily makes friends. He is fond of physical activity. He likes change in life. He is materialistic and tough-minded. He likes intellectual activities.

Neuroticism-stability: Neuroticism means a proneness to excessive anxiety, stability indicates a relative freedom from anxiety.

Few people can be at the extreme ends of the above mentioned dimensions. These dimensions explain nearly all the personality differences between people. People may be stable extraverts, stable-introverts, neurotic-introvert, and neuro-extraverts. These four categories are similar to Hippocrates sanguine, phlegmatic melancholic and choleric people.

1.4 ADJUSTMENT

General meaning of adjustment is proper adaption or maintain balance in the environment. In English language, the word adjustment is used for the process of adaption. To adjust depends upon the verb. It means to arrange lightly. Thus adjustment is a process of arranging our behaviour properly.

1.4.1 DEFINITION OF ADJUSTMENT:

Different writers have given different definitions of adjustment. Some of the importance definitions of adjustment are as under.

“Adjustment is effectiveness of individuals attempts to maintain balance between satisfaction needs and environment” (James Coleman 1941).

“Adjustment is a process of interaction between over selves and our environment in which either we adopt with the environment or after our environment”. (Lehner and Cube)
“Adjustment is a process of maintaining balance between needs and the circumstance affecting needs” (Boring field 1976).

The above definitions of adjustment clarify that the individual attempts to satisfy our needs and demands. To satisfy needs, man has to interact constantly with environment. Man has to make changes in himself or his environment to satisfy his needs or establish effective relations with others. The environment is constantly changing and so we have to make changes in ourselves. Thus man has to make attempts to adjust with the environment which is continuously changing. In short, the individual satisfies has needs effectively in his environment. When this happens it is called adjustment.

1.4.2. CHARACTERISTICS OF ADJUSTMENT

1. ADJUSTMENT A CONTINUOUS PROCESS: Adjustment acquired in present situation becomes stable is not true, as the situation and circumstances change, the individual has to make conscious attempts e.g. in the initial stage of marriage, the wife and husband have acquire same habits and tendencies of adjustment when the child arrives in the family. They have to change their old habits of adjustment. It is improper if husband expects and kind of attemption before the birth of a child in the family. In such changing situation if husband does not adopt. There would be quarrels in the family.

2. ADJUSTMENT IS NOT ONE SIDED PROCESS: It is not proper to believe that the individual always adopts with the environment like a bunch of dust. As the environment makes changes in the individual, the individual also makes changes in his physical, social and psychological environment. In this way both individual and environment undergo
changing. As the circumstances change, our behaviour undergoes change and such change in behaviour affect able environment. Thus adjustment is not one sided process.

As a result of mutual interaction we have novel experience in life. E.g. By meeting some people, we feel pleasure respect and honour. We feel like meeting such people very often. By seeing some people, we feel disgusted we always avoid such people. Thus social relations are potential traits of individual.

3. THE INDIVIDUAL AND THE WORKED BOTH ARE CONSTANTLY CHANGING: Sometimes the changes in the environment are so mind that the attempts of adjustment by individual are not menefisted openly in fact instead of change the absence of change create the problems of adjustment. Adjustment is necessary in the charge and the absence of change. The substance of the study of adjustment lies in such relationship.

4. ADJUSTMENT IS SELF-PERCEPTION: Adjustment is not a passive process of adapting with the factors affecting ourselves. It is individual development of his ways of interpreting. It is an attempt to get consistency and organization by maintaining goal, reason and individuals peculiarities. It is a creative adjustment. Individuals emotional maturity develops through it the behaves properly according to his abilities and interest.

5. ADJUSTMENT IS A DEVELOPMENT PROCESS: In the span of life development the individual passes through various stage. With the change of age the situation also changes. There are different problems of different stages of life. As the individual’s adjustment and priorities of
adjustment also changes in the childhood, the child has to make adjustment with parents, elders and siblings. In the later childhood, he goes to despite and has to adjust with teachers and other factors of school world. After the competition of education, he joins some profession and has to establish proper relations with professional persons. When the married life begins, the need arises to adjust with life partners and other factors. In all these circumstances, the integrated personality of individual. It is a sheer imagination that the individual would achieve. Perfect adjustment in all circumstances and all factors.

1.4.3. CHARACTERISTICS OF SATISFACTORY ADJUSTMENT:

The characteristics of satisfactory adjustment can be mentioned as under.

1. SELF-AWARENESS: Satisfactory adjusted person is aware of his peculiarities and limitations. He is conscious of his fundamental abilities this familiar with his success and failures. Consequently he makes necessary changes in himself according to the need.

2. SELF-SUFFICIENCY: Such persons mainly depend upon himself rather than others. He is self sufficient and not parasite. He knows what he is capable of doing consequently he takes initiative instead of waiting for others and attempts to achieve goal.

3. SELF-CONFIDENCE: Self-confidence person achieve successful adjustment. Self confidence person is not afraid of any kind or he is not confused. He proceeds towards his goal without becoming the victim of interiority. Self confidence is not ego. Ego is snallow while self
confidence is solid and deep. Elders and teachers should attempt to cultivate self confidence in a child from the childhood.

4. ACCEPTANCE: Satisfactory adjuster persons should accept his and other personality. He tolerates his & others mistakes and limitation with smiling face. He understands the importance of affection.

5. SENSE OF SECURITY: Well adjusted person has the sense of responsibility after his each type of behaviour. Such persons do not run away from the responsibilities entrusted to him. He maintains responsibilities consciously out carry it out. He is informer of the meaningfulness of whatever he does. He is aware of his own deeds and others deeds. The utility of education society sense of responsibility in the modern industrial society is not small thing.

6. SENSE OF RESPONSIBILITY: Well adjusted person has the sense of responsibility after his each type of behaviour. Such persons do not run away from the responsibilities entrusted to him. He maintains responsibility consciously out carry it out. He is informer of the meaningfulness of whatever he does. He is aware of his own needs and other needs. The utility of education developing sense of responsibility in the modern industrial society is not small thing.

7. GOAL DIRECTEDNESS: Well adjusted person has full knowledge of achieving his goal, he can achieve it. The person who is oriented towards his goal he can make attempts to achieve goal in right direction. Goal directedness is an inevitable condition of making progressive academic field, establishing good interpersonal relations, achieving
success in married life, resolving conflicts or increasing frustration tolerance.

8. BALANCE IN ALL TIMES: Satisfactory adjustment expects balance from person in past, present and future. One should take advantage of successful experience of past. It is not necessary to change the success of present in the failure by remembering the mistakes are frustration. Rich present can make the failure promising.

1.4.4. SELF CONCEPT RELATING TO ADJUSTMENT:

How to achieve good adjustment is a problem for every person but all his techniques do not become effective and successful. Anxious person tries to forget his anxiety by involving in drugs will not achieve success in adjustment. Such attempts of adjustment are not proper. The attempts of adjustment depend on three things.

1. INSIGHT ABOUT SELF: The mystery of adjustment lies in knowing oneself. Individual should know himself. That means the must have proper himself. That means he must have proper insight for good adjustment one should recognise his abilities and limitations know they self or accept your self means activating insight for knowing self. First all individual should know his problems all behaviour. The second thing is self analysis which gives insight for the dilution problems or we are able to assess our needs in a novel ways. In this way individual finds many possibilities of the solution of his problems in the place of only one possible solution. Third thing is that we must be aware of our place in the society. Our social existence is a network of inter relation and mutual relations. Therefore to know our self, we must know others well. We must our influence on other and others influence on us.
2. INSIGHT ABOUT OTHERS: Well adjusted person is not selfish. He tries to satisfy his needs but not at the cost of others. He resolves his problems but not yet by increasing the problems of others. Thus individual should be aware of others needs and feelings. It a person culture the insight about others, he can person what type of behaviour would be done by others. In this way he can plan his behaviour. He can understand when others require our help, sympathy, friendship etc. In this way the relation with others become intimate and deep.

3. THE INSIGHT ABOUT THE PROBLEM: The insight about the problem means the nature of problem and the situation in which the problem is to be solved. By knowing about the problem, the individual can recognize the seriousness of the problem and he can examine the problem from different point of view the can think about the proper tools to achieve goal.

In every person’s life, the problems are occurring when the problems arise, he says “it happens like that there is no remedy to it” It thinks like this and laughs at the problems. He does not pay attention to the seriousness of the problem. This is not the ways of solving problem. On the contrary one must think why it so happens? e. g. obsess person believes that the excessively fat youth an not selected by younger. In this way he accepts the situation. This is not proper adjustment. He should think why some other oldness young are popular amongst girls? It he thinks in this way, he can cultivate the insight at his problem.

1.4.5. FACTORS OF ADJUSTMENT:

1. NEEDS: Needs are such internal & external conditions which are menefested in behaviour and continues till the balance is established.
Needs is an experience of break in balance deprivation of loss of something. Such experience produces tension and continues till the needs are satisfied. The satisfaction of needs give relief to the individual.

Needs are the milives or personal experience of physical or mental deprivation. E.g. The need of hunger is a loss of quantity of food in the body and it leads to the behaviour of satisfaction of hunger. Such an experience is personal and behaviour arising out of it is also different from one individual to other.

Need produces dissatisfaction or tension consequently the goal which reduces such tension or dissatisfaction is given priority. E.g. Hungry person seeks food. Isolated person seeks company. It the hungry person gets company instead of final, he is disturbed. So the activities concerning needs become good directed and selective.

2. FRUSTRATION: Due to some forces, when individual gets total failure or fear of failure in the satisfaction of needs, he feels the sense of defeat. Such a sense of defeat is frustration. The results of frustration are ambivalent. It makes individual insulate, aimless and avoidance of reality or it is a challenge to his personality and prepares him to make make more efforts for the achievement of goals.

Kretch & Kruch field states that when the progress of goal achievement is interfered and tension is not ulieved, such a mental condition is frustration.

Frustration affects personality and adjustment process psychologists have proved it. The psychologist names Heal conducted experiment on white rats the result indicator that the frustration tolerance increases in some rats due to childhood experience and they could adjust with environment the frustration tolerance increased with the increases in age. Consequently the problems of adjustment do not become serious.
Following three ways are proper for adjusting in environment:
1. Control the situation which produces frustration.
2. Avoid the situation produces frustration.
3. Remove the frustration by behaviour.

3. INTERPERSONAL RELATIONSHIP: All the social relation involve the relation between two or more persons. Our behaviour influences others and in turn others behaviour affect our behaviour. We can understand the importance of interaction when there is complete absence of interaction when there is complete absence of interaction or interaction.

   There are five factors of interaction.
   1. Expression / Communication
   2. Feedback
   3. Social expectation
   4. Role behaviour
   5. Mutual satisfaction

4. THE KNOWLEDGE OF WAYS OF ADJUSTMENT: When the personal adjustment becomes difficult, it demands insight/skill. As the individual becomes trainee and social the personal adjustment becomes satisfactory and developing.

   In personal adjustment the individual must learn to establish relations with others and satisfy his needs in the present situation. Thus can be done by individual himself. E.g. By cramming the golden sentences about happy marriage or half hearted application of certain suggestions about marriage, the marital adjustment cannot be achieved. Sometimes, the insistence of such rules of married life, makes the person internally happy.
It is necessary to have the knowledge of psychological approaches to adjustment. This involves theoretical knowledge of personal adjustment, knowledge about the self and others and understanding the problems of life.

1.4.6. SCIENTIFIC NATURE OF ADJUSTMENT:

The study of human behaviour and problems very complex. The simplicity of physical and chemical sciences is not found in social sciences. It is difficult to cultivate the scientific point of view about our behaviour and problems. In many explanation of human behaviour there are superstitions, prejudices & pre-conceived notions. Besides, most of the persons believe that it is always like that or man field that there is not cause effect relationship in his behaviours it is merely accident.

There are two needs of scientific study or adjustment.
1. The acceptance of the rule of causation. There are reason behind our behaviour are feelings. It is always related with some prior in incident.
2. To bring out change in behaviours or control behaviour, we must try to know its causes and try to remove them.

1. THE FACTS OF CAUSATION: There are many reason for our experiences and feelings. Eg. If the scolding makes the child cry, we must find out that scolding alone is not cause of crying. The relation of a child with the person who scolded our the circumstances at the time of colding etc. must be taken into consideration to explain the incident of orging of a child. Thus there is not only one circumstance for the cause of crying we should analyse all the factors of such incident.

There is unity in the cause behind the behaviour. Accepting this fact, we may find new angle of understanding socially unacceptable behaviour. Eg. If the child is steadying, we do not say that he is wicked or
can not be improved. The abnormality of a child is the natural result of many circumstance we should analyse these circumstances.

To understand the behaviour of human behaviour, we must examine the immediate dynamic factors underlying behaviour. We should take into consideration. We should take into consideration the circumstance at the time of happening particular event individual’s needs his psychology structure and previous experiences individual relate with the event.

2. WE SHOULD STUDY EVERY BEHAVIOUR INDEPENDENTLY: It is not true to pressure that is only me explanation for similar behaviour eg. In one youth, leadership is the result of rearing practices while in some other. It may be compensation for inferiority complex. If the student does not real for examine there may be many reasons such as look of interest, lack of interest, lack of ability or carelessness.

1.4.7. FIELD OF ADJUSTMENT

1. Needs and adjustment

2. Adjustment with study, job, family duties etc.

3. Adjustment with other people and in personal life. (other people includes elders, friend, neighbours, etc.)

4. Adjustment with ideal, values moral and religious beliefs etc.

1. NEEDS FRUSTRATION CONFLICT AND ATTEMPTS OF ADJUSTMENT: Man has multiple needs. He can not satisfy all his needs. The obstacles arise in the satisfaction of needs due to personal limitations social norms or other external factors. Man is always making efforts for the satisfaction of physical needs, social needs etc but all such
needs are not satisfied dissatisfaction of needs produce frustration, conflict and stress.

2. ADJUSTMENT IN THE FIELD OF DUTIES AND ACTIVITIES OF LIFE: Adjustment is a continuous process we cannot believe that a person adjusted inn one situation will be adjusted in all other situation. As the person grows his tasks, duties and activities under go change. In all such field man has to make new efforts for adjusting. The person studies in the school does some job or profession and comes in contact with others in society. According to social expectation, he has to perform various duties as father, husband owner or servant. Thus he has to make adjustment in school, profession, job, society etc.

3. FAMILY LIFE AND OLD AGE: In addition to public life, the personal family life and married life produce many problems of adjustment. There are many problems in life such as child rearing selection of mate, the relations between husband and wife, see life, old age etc. In the old age the defects of sensory organs, hands & legs, disturb the mental peace. The individual has to adjust with such circumstances.

4. INDIVIDUAL DIFFERENCE AND ADJUSTMENT: The source of personal adjustment is that we are not placidly ways in the same situation out we have no competency to behave in the same to all individuals. Thus the individual differences create the problems of adjustment. Such differences are of two types.
   1. Difference in the circumstance
   2. Difference in persons (individual differences)
That is why we should obtain the explanation of such differences.
5. **WHO IS CALLED WELL-ADJUSTED PERSON**: How is his behaviour? What is the meaning of matured person? We should discuss these points so that we can assess the attempts of adjustment.

6. **MENTAL HEALTH AND PSYCHOTHERAPY**: When the individual fails in his attempts to adjust, he is mentally disturbed or becomes manually all his treatment must be psychological. So the study of adjustment includes mutual health and techniques of psychotherapy.

1.5 **SIGNIFICANCE OF THE STUDY**: In the modern life Occupational stress is increasing day by day. Most serious health issues are accruing due to Occupational stress in the modern world. As we know that occupational stress can affect the personality of the person. Same as occupational stress is affected by occupational experience and adjustment. So here in present study researcher has tried to find out interaction of these variables.