CHAPTER-1
INTRODUCTION

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1. INTRODUCTION:

Home environment plays a major role in the mental and social development of the child. Among the social groups that nurture a human being, family plays the most important role; especially, the behavior patterns of parents clearly affect the child's personality. If deprivation and shocking experiences occur during a child's growth, they deeply effect his mental makeup. Studies have shown that the child who is reared up by mother with deep affection warmth and care, grows up in a desirable manner. A child who does not get warmth and loving care from mother is very adversely affected in his development. A study of children who grew up in institution as mother were not able to rear them up, showed that more than 60% of them could not sit till they were 2 years of age and more than 85% of them could not walk till 4 years of age. When they attained the age of 18 to 20 years, their development was recorded of them, 21% had psychosis, 4% had character disorder, 4% were mentally retarded and 2% had psychoneurosis. Only 7% of them could attain a healthy adjustment of life.

Provence and Lipton (1963) compared children reared up under warmth of mother to children reared up in institution under less attention or warmth institutionally brought up children did not have any hunger for getting love. They were neutral in attitude towards adults. Their language development was very retarded. Their play with toys was of a very low level. On the other hand, children grown up under love in family had a keep interest, curiosity and a tendency to try out and experiment. These traits were absent
among children reared up in institutions. Such children find it very difficult to enter into loving relationships when they grow up.

In USA, there are about 1 crore children who miss right from childhood one of their parents, either due to divorce, separation, death or such reasons. i.e. one in seven children are thus deprived, such events or experiences are most damaging when they occur during the child’s tender age.

When a child is developing, he internalizes his parents’ image and imitates them. But when he is deprived of such experiences, he remains always from an important adult (ideal) example. So he is unable to achieve healthy development and experience difficulty in adjustment. For this very reason, the family is said to play very important role in healthy mental development of a child. If the child is derived from such an environment, a number of psychological problems arise.

After birth, the child’s initial interactions are with his parents. With passage of time, a define relationship is established between the child and parents interaction between the child and parents is considered very important for his development. According to an estimate, even in USA, at least 25% families have failed to establish healthy and development-promoting relations with the child. Parents' behavior patterns and home environment are important in such defective relations.

In 1997 Sharma studied frustration and adjustment in family relations on 100 college students. Results shows that their family relations affected college students’ frustrations. Girls had more acceptance than boy students; while boys had more indifference than girls.
In 1994, Pramanik found that girls reared up in restrictive environment were in a more indifferent relation with their parents, while girls reared up in a more liberal environment had more mutually accepting relation with parents.

Independent as well as interaction effects of socio economic status and parent child relations were important. None of the above variables had significant effect on enmity.

In 1996 Kaur and Singh studied 50 boys and 50 girls between 13 and 15 years’ age. They investigated effect of personal and social variables like socio-economic status of family, child birth order, type of family and educational level of parents on the techniques of discipline used by parents of urban adolescents. They found no significant relation of such factors with the methods of discipline the child used by parents as perceived by these students.

In 1997, Bakshi studied effect of parents’ attitudes on their children’s personality development (N=400). They found that (i) Adverse parental attitudes negatively affected. The children’s performance (ii) Parents’ unattached attitude negatively affected their children’s social skills, emotional attachment to parents, development of ego ideal and growth of concepts about physical and social reality. (iii) Feeling of self-rejection, general defects of feeling and defects in achievement developed among children rejected by their parents.

In 2008, Benson and Jean studied problem behavior arising among 1893 students between 10 and 13 years’ age, due to quarrels and aggressive attitudes in their parents. They found that parents’ behavior affected both internal and external problem behavior among these adolescents. For external problem behavior like
smoking the mother’s strictness and rudeness was mostly responsible. For internal problem of adolescents, like fretting and fidgeting, dislike and lack of acceptance by mother was responsible. Thus, emotional immaturity of mother of equally related to internal as well as external expression of children.

In 2003, Patel studied 526 students of std. 8, 9 and 10 from various schools of Rajkot for identifying some family variables which can predict depression among adolescents. They were asked to write their responses to item in personal data sheet, child behavior check list of H.N. Beck, Family relations scale of Sherry and Sinha, and family environment scale of Moose and Moose. Results reveal that out of the 21 independent variables, 6 Ivs significantly predicted adolescents' depression, negate and rejection by parents (lack of) unity in family, over emphasis on moral and religious matters, control and educational qualification of parents.

In 2001, Purohit and Mehra studied relation between parents’ behavior and personality of school going adolescents. Data was collected on 240 subjects from std. XI of 3 higher secondary schools of Jaipur. It was found that (i) father's role is important in developing extroversion among adolescents, (ii) parental indifference and rejection had significant positive correlation with development of psychoneurosis among adolescents, (iii) too much love and indulgence in mother had negative correlation with mild abnormality among adolescents, while such behavior by fathers had no significant correlation with neurotic behavior in adolescents.

Forehand (1992) found that after divorce, problem of adjustment in child arises not immediately, but after some years.
Ghosh and Kapoor’s (1996) studies shows that in various adjustment areas anxiety, self acceptance and others acceptance there is significant difference between children of intact families and divorced families. Galkhar and Aseema (2004) found that (i) compared to urban adolescents, rural adolescents have higher educational achievement. (ii) There are main and interaction effects between areas of residence and sex of the students. (iii) Educational achievement of logical ability. Pareira (1974)s study found significant correlation between intelligence and educational achievement of maladjusted children. But there was no significant correlation between intelligence and educational achievement among children of well adjusted groups.

Observations of Gupta Mukherji and Chtterji show that rural/urban area is a separate factor contributing to prediction of educational achievement. Intelligence, childhood experiences and travel are important for predicting edu. Achievement of rural students; while intelligence, home environment and experience of nature are important for urban students. Intelligence, home environment and motivational experiences are important for rural girls.

1.2 HOME & HOME ENVIRONMENT :

We shall assume that unless otherwise stated the family discussed here is the nuclear family” made up of a mother, father, child or children living together. We shall occasionally refer to other relative who make up the extended family. Margart Maeal (1963) well known sociologist points out that the "American family” is changing, the world is moving towards a new family form in which grandparents can make invaluable contribution to the overall
development and understanding of children. This view is based on the fact that perhaps grandparents have more experience and greater ability to solve problems facing the family.

The family itself plays the main role in the development of children. Each family has its own method handling the child, we can call it the ‘method of maintenance’ in psychological pursuit it called ‘Authority’ and thus this type of authority emphasizes the development of children.

‘Horace B English’ (Dynamics of child development page no. 22) mentioned the meaning of authority as "A relation between two or more persons such that commands, suggestion or ideas of one of them influence the other". There are many kinds of authority is the basis of all disciplines and of leadership as well.

A child’s response to authority has its roots deep in his earliest years. Above all on comparison to other animals the human has a prolonged and helpless infancy. During all his plastic year the child depends on his parents for his very survival. To them he turns for food. Protection, support and assistance of character. Nearly each satisfaction of a baby gains in the first few years of his life as a result of adult help and guidance. Dependency is acquired by association with a recurrent person whose presence and activity is considered as a reward.

There are some basis factors behind authority which are responsible for the maintenance of authority like compliance, identification, oppositional behavior, hostility and ambivalence.

The family is run by patriarchal power or authority in Indian culture and also above factors of compliance, hostility have opposition and ambivalence have occurred in the family. The home is
run by all these factors and is called home environment. According to this view we can classify home as

- The over regulated home
- The home of loveless authority
- The home of over affectionate authority
- The home of impersonal authority
- The home of restrictive (which carries a feeling of guilt)

And also by the viewpoint of systems like democratic authority, wholesome Authority, bossy authority etc.

On the other side of home environment, there are 10 factors related to the home environment which is carrying major or minor constituents in home environment positive or negative convenient or non convenient for overall development of child. In same way and manner socio-economical status is also playing a major role in it.

1.2.1 Control:

The factor “control” is mainly related with home and rearing style. The control is changing child efficiency in various child rearing style. The authoritative child rearing style uses adaptive control technique, parents use disciplinary encounters as a teaching movement to promote child’s self regulation of behavior. The authoritarian child rearing style focus heavily on control of child’s behavior by yelling commanding and criticizing, they are forcing the children for doing as they asked. If child refuse or disobey parents are like to punish in additional parents are also low in granting autonomy.

In style of permissive child rearing parents are engaged its little control of their children’s behavior, they like to avoid demand or imposing limits parents are like to allow children to make their
own decision. Children can eat meals and go to be their bed over whenever they like, means here there is low control on behavior or behavior pattern. The children can’t learn good manners.

On the last style it is uninvolved where parents are use little control and also low acceptance and general indifferent to issue of autonomy. Here the parents are depressed by social life so they are unable to treat children.

All the four style of child rearing is some how different in control general behavior and adoption control of behavior carry self esteem, self regulation good manner and also high achievement in academic as well as in social behavior. The morality is also concern with rearing style so the development of moral power and morality is developed through rearing style.

The control in home is a main process from where children go some kind of mental strategies depend up rearing style and parental handling.

1.2.2 Home environment and Control:

Home environment and control exists on different level in society and social control is an extension of the socialization process. On the level of the social persons, we tend to think of the control by the society or group over the individual. The classification of home control can be made from various point of view, depending up on the purpose of authentic head of family. Generally, we can say formal and informal control, positive and negative control are very much applicable in family, it is depend upon child rearing style.

Together with all motive and deep emotional factors. Fact is that every normal social person has developed sense of right social and wrong. Most of the expression of sense emerges during the
process of socialization and is very much related with gender role. Socio-economic status and parental education are the other side, culture and society is also playing effective role in it.

The closest control over group member is exercised in familiar and educational groups. Socialization has great importance. Social relation are most intimate, values engendered are high and conformity to norms is deliberate purpose of the group.

“Authority is important, moreover not only in the immediate control of conduct in transmission of ideas and ideals, the whole complex of traditional ways which make up our customs and move. Authority gives enormous prestige to the suggestion of parents and of teachers’- including the “suggestions” that one carried by their own behavior as well as those they make in so many words. Far more than we commonly realize our notions of what is good and bad, right and wrong, proper and improper, are unwillingly absorbed early in life from these in authority”.

1.2.3 Punishment:

Jon Locke (1932-1704) leading philosopher viewed the child as a “TABULA RASA” (Latin) means a ‘blank state’ According to this idea, children are to being with nothing at all, and all kinds of experience can shape their character. Lock describe parents are rational tutor who can mould the child in any way they wish, through careful instructions, effective example and reward for good behavior. He was ahead of his time in recommending child-rearing practices that present day research support. Lock suggested that parents should not reward children with money or sweet but with praise and approval. Lock was opposed of physical punishment.
“According to Lock the child repeatedly beaten in school cannot look upon books and learn without experiencing fear and anger’ and the same way when the parents are beaten the child, child cannot look father or authority without fear. Here the punishment is mainly from family, depend upon the rearing style, socio-economic status and many other factors are attached with it.

The punishment or negative incentive have different variation and varied effect on children.

Punishment means deliberately inflicting dissatisfaction upon a person for some act or failure to act as a penalty and coercion means obedience by punishment or the threat of punishment.

The notion of punishment is very broad. We can say as corporal punishment, deprivation of pleasure, scolding and reproof, failure to gain a sought for goal, lack of success pain as a natural consequence of failure, withdrawal of affection, shame, social isolation, solitary confinement, extra task and have alone, are supposed to work as punishment. In different types of child rearing styles parent are used different types of punishment or coercion differently. But somehow the media used as punishment are affecting children’s behavior and mental growth as well as physical growth of children. Second important factor interfering is the socio-economic status. In high level socio-economic status there is less punishment or coercion than low SES families, And this effects are also came in view that high SES families’ children are high dependent on parents than low SES family parents.

Punishment is ugly from all angles. But parents think and say that is necessary to keep in order. It is necessary to develop in the child a due and proper restrain of his own conduct to develop self
discipline. In greater society all parents are different, they have their own limitations. By the angle of socio economical status, parents are belongs to some categories and through the same way they like to handle children of time their rearing style.

Different types of child rearing style are expecting different amount for children and giving different amount of time for passing with children at home. So the children who can get more time with parents at home are probably being dependent than the children who get less time with parents at home. Here the home environment may be humble soft or harsh in affecting on the overall development of child and also on educational achievement.

1.2.4 Conformity:

In home environment and good types of habitative manners, conformity is an incentive. The children who are conformist, they are obedient, but on the other side they are lacking something for self development. So too much conformity is horrible.

It is found that authoritative parenting is consistently related to resistance to unfavorable peer pressure. Adolescents whose parents are supportive and exert appropriate oversight hold their parents in high regard and this attitude of respect acts as antidotes to antisocial peer pressure in contrast teenagers who experience extreme of parental behavior either too much or too little control and monitoring, tend to be highly peer oriented. There is a different in between rural and urban families. Urban family have some kinds of thinking regarding child rearing. So conformity is coming through rearing style, while in rural area where parents cannot give more time to children and child themselves turn to peer relation and friendship they are like to ignore parent, conformity is low. They
more often rely on friends for advice about their personal lives and future and in more willing to break their parents rules, ignore their school work and hide their talents to be popular.

It is found earlier that under conditions of high life stress such as poverty and divorce, supportive ties to parents are other caring, involved adults are especially powerful antidote to unfavorable peer pressure.

1.2.5 Social Isolation:

Children are acquiring behavior pattern and mental strategies from home environment, social circle, peer inter relationship, parent-child relationship etc.

By the point of home environment where both parents are working and child alone at home, the child is lacking some feeling from parents, he cannot get proper sympathy and love, affection, can not take proper place which are important factor in development of children’s social behavior.

As Miles (21) calls the “personalization of affection” friendliness and hostility are at first chiefly products of immediate situation.

“It is much concerned about socially isolated children and those always on finger of group activity”. It is fundamentally right but we must remember that a child can be too fully socialized too dependent upon other children not able to find satisfaction except in whirl of peer activities. As Northway M.L. mentioning these type of child.

They are quiet and retiring, truly shy in personal relation maladjusted at all objective interest, more than social interest, by
tactful management he can be induced to take a more active social role and profits from it.

The second type of child who are withdrawn, ingrown and lives too much with himself. There are true “introvert”. Every effort should be made to draw such a child, out of himself and at the very earliest opportunity. As is only to likely to be the case he does not respond to friendly treatment and social advances.

The unpopular children are socially ineffective. There are the opposite of acceptable child. His difficulties are merely those of poor social technique which can be fairly readily over come. Most frequently perhaps he is a child whose insecurity causes him to overact to be noisy, boisterous, boastful. This kind of child can usually be greatly helpful to improve his social acceptability by an understanding adult.

1.2.6 Effect of Reward Incentive:

A reward is an inconvenience for learning process. In home environment where parents are main character to stimulate children are carrying some types of value, value may be ethics, cultural, social, reasonable or may be other types.

There is a several systems applying reward to the children for good manner or obedience or annoyance and ignorance.

Secondly children rearing style are also coming in between process. But as a result of all child rearing style, communicating, message, orders or suggestion play a vital role which are associated with socio-economic status and cultural impact.
1.2.7 Rejection:

Rejected children who are actively disliked and get many negative votes on socio metric measures of peer acceptance.

Rejected children, especially are unhappy, alienated, poorly achieving, children with a low sense of self-esteem. Both teachers and parents view these as having a wide range of emotional and social problems peer rejection in middle childhood is also strongly associated with poor school performance, absenteeism dropping out, antisocial behavior and delinquency, in adolescent, criminality in young’s adult-hood

As per measurement of socio-metric scale. Children acceptance are different, so the rejection to popularity of children depend up on votes or scores of scale.

Here in home environment parents are rearing child under pressure of certain type of circumstances so parents handle children differently. How the child is handled and grown up the acceptance or rejection take place.

Human beings are always immersed in a social environment which not only changes the very structure of the individual or just compels him to recognize facts but also provides him with a ready-made system of signs. It imposes on him a series of obligations. Two environments namely, home and school environments, share an influential space in child’s life. Family is the social-biological unit that exerts the greatest influence on the development and perpetuation of the individual’s behaviour. the psychological atmosphere of a home may fall into any of the four quadrants, each of which represents one of the four general combinations: acceptance – autonomy, acceptance – control, Rejection- autonomy and rejection-control (Johnson &
Medinnus, 1969), reported that ‘nurturance-affection’ and ‘achievement expectations, demands and standards’ constitute the two dimensions of parental behaviour that have been regarded as important by previous researchers. Various researchers have identified the following characteristics of home environment: Teachers’ Satisfaction

School Climate Pupils’ Academic Achievement Teachers’ Work

Behaviour or parental child rearing practices permissiveness, willingness to devote time to the child, parental guidance, parental aspiration for achievement, provisions for the child’s intellectual needs, affective rewards, instrumental companionship, prescription, physical punishment, principled discipline, neglect, deprivation of privileges, protectiveness, power, achievement demands, indulgence, conformity, independence, emotional and verbal responsivity, involvement with the child, physical and temporal environment, avoidance of restriction and punishment, provision of appropriate play materials, etc. There exists a great overlapping in the kinds of behaviours which are in association with different characteristics.

Importance of Family in the Education of Child

The family is the oldest human group and the basic one while the particular forms of family structure may and does vary from society to society, the central focus of family activities everywhere are child-bearing and initial induction of the child into the culture of a given society in sort, socialization.

It has been clearly seen that the age of old structure of joint family has now been broken down under the stress of industrialization, social, economic together with political factor and legal compulsions. This development has led to the establishment of
various other institutions for the education and development of children belonging to different families.

Infant begins his life under the fostering affection and care of his parents and other near and dear ones who are associated with his family. As he grows, he receives the first lesson of life in his family and tries to imbibe the habits, ideals and patterns of behaviour of his family members. In this way, the family continues to influence him throughout his life. To be more clear, it may be said that in addition to other facilities the child get three important helps from the family. They are (1) affection (2) protection and (3) Socialization.

For the upbringing of the child, there is no better institution than his family. All the members of family act and react and this process of give and take teaches many things to the child. In short, each member of family has an important role to influence the personality of the child. The family activities and necessities to inter communication make the child fit to equip himself with a working vocabulary. He receives the first lesson of speech in family. Gradually this vocabulary increases as he grows and gets more and more education. The family meets the various need of the child. He is subjected to various experiences: good or bad, pleasant or painful and he gains from the both. It is the duty of the child and foster in him a sense of belongingness and responsibility towards his own self and others Because each family has its own culture and set up quite distance from the other, therefore no two children are the same and set up quite distance from the other. Therefore no two children are the same neither at the beginning nor during development or as a growing up adult citizen. Raymont is right when he says. ‘Two children may attend the same school, may come under the influence
of same teacher and the same organization, may pursue the same studies and perform the same exercises and yet may differ totally as regards their general knowledge, their interests, their speech their bearing and their moral tone, according to the homes they come from'.

Link between Home and School through Class Room Management Education have long recognized that when they can enlist the participation of student's families in the educational process, student learning is enhanced. The home school relationship is dynamic. Parents prefer a school for the quality of its discipline, standard of teaching and results.

Parents have become more educated, as to what their children should learn in the classroom. Teachers have become accountable to parents and their demands. Communicating with families about individual students must be two ways and occur at times of success as well as when a student is experiencing difficulty. The next millennium will usher in a learning society, the emphasis will be on ‘life long learning’, ‘Parental Education’ will be as important as ‘child education’. In the link between home and school though classroom management, there will be a paradigm shift towards futuristic trends that empower the learners towards a decision making competence, ability to work in groups, work culture and interpersonal sensitivity.

1.3 ADJUSTMENT :

1.3.1 Meaning and Definition of Adjustment :

Today the present social life is very complicated. A modern human being struggles to live in modern society, for that every human being tries to adjust with their own needs. All human behavior is motivated by needs, and we behave to adjust to these
needs to satisfy them rarely these needs are easily satisfied or thoroughly acceptable to us. Rather they are frustrated by conditions in the environment or in our minds which block our satisfaction and conflict is inevitable. When conflicts occur the behavior that involves the least possible resistance in often selected. Whether it is appropriate or not? When it is not satisfactory new appropriate methods of resolving the conflict must be evolved.

Before we can understand how to adjust with over selves or our environment we need to understand why it is necessary to adjust? In studying this why this adjustment? We shall find the answer or these three questions, We shall learn to understand over selves better, to understand other better, and to understand better the world, the environment around us. In other words we need to study the adjustment process. In learn how to get along with other people, with our different fields and with over selves too. Life is a continuous, everlasting struggle till last breath of life. As long as we live shall encounter problems that will demand some kind of adjustment and it is continuous process. We can’t avoid problems but we can only learn to handle them to face them happily with tensions, and we shall be able to handle them only as we learn more about ourselves. It is surprising that so many of us know more about clothes, vehicles, movies, materials and like than we do about ourselves, about the conditions affecting our emotional ups and downs we avoid to know, to recognize ourselves yet to recognize our self is to take the first step toward recognizing our assets and liabilities such a realistic appraisal of self must be the beginning of an exploration in adjustment. To know own self is an inevitable psycho necessity for
successful progressive life, Mc Dougell has rightly said “Life is nothing but the series of adjustment and readjustment”.

Adjustment is a universal continuous process, living organisms from the simple, single celled amoeba to multi-celled man are constantly making adjustment of various kinds. These adjustment may concern the satisfaction of basic, physical needs like hunger, thirst, sex, sleep or the fulfillment of psychological needs such security, love, affection, to gain approval.

Most of the people confused about the word ‘adjustment’ with the word ‘conformity’. These two words are not synonyms. Conformity is only one form of adjustment and the quality of adjustment achieved by conforming may be good or bad, depending on the circumstances under which it occurs. Conformity is one way process one should conforming to the wishes of other persons, some people confused that adjustment is one-way process. They believe that person is continually forced to adjust to his environment but fail to realize that man also can shape his environment. Both man his world are modifiable. As our environment changes, we modify our behavior accordingly, and these modifications in turn affect environment. Therefore adjustment is a process of continuous interaction. Man must have deep sense of adjustment at the same time, man is master of circumstances. Actually a person who can adjust, can change the atmosphere too, for capacity to change one must have deep sense of adjustment it is two sides of the coin. The individual and his world are not study, both change and both are being upon and shaped continually but these changes are so little that one cannot see apparently and after the changes it may create adjustment, problems and demand adjustment. There is a dynamic
relationship between person and his world all the times. A person may feel that he could cope with the changes but the monotony of his life gets him down so the change and monotony both demand adjustment.

First of all by becoming aware of our own behavior and our own problems we try to understand why certain goals, values, ambitions are important for us why some particular events upset us and other makes us happy why we like and what we like & don't like, why we don't like, what we are, and what we do. In our own observation of ourselves, we start to appreciate our positive strong points and are willing to consider our weaker points.

A behavior refers to anything that a person says or does common synonyms include activity action, performance, response, reaction and skill. In our concern about adjustment we all have to consider more than just behavior that is observable to other We all have thoughts and feelings, emotions, an inner self and an outer self, observable behavior and private behavior unobservable to others. Adjustment refers to changes in our ways of behaving, thinking and feeling to meet the demands of our environment.

What are the demands to which a person must adjust and what is there source ? Some originate in source outside him, where as other have their origin in tissues activity within.

The psychologist is more concerned with psychological survival than physical. Human behaivour is interpreted as adjustment to demands which are basically social or interpersonal and influence the personality development of the person. Psychological demands to which the person making adjustments may
be external and internal. There are a large number of external demands that arises the physical conditions of human existence.

**External Demand:**

The most important external demands that challenges a man’s adjective capacities from his social environment, from living in society, than later, the social institutors of the culture into which he is born demand conformity to certain social values and culturally developed patterns of behaviour. Throughout life these various demands are expressed as expectations that others have of him.

**Internal Demand:**

The internal demands that originate in issue activity are often called physiological needs. Man is born with a number of such needs whose satisfaction is required to preserve his life and comfort, although these needs are inborn, people must learn what satisfies each particular needs in order to do something about it most of these physiological needs such as temperature regulation, sleep, hunger and thirst, can be gratified through internal adjective behaviour needs of all kinds direct human behaviour.

Sometimes demands that were originally external become internal through the process of socialization.

Adjustments has been interpreted in two ways : adjustment as achieved and adjustments as a process.

Gates, Jerslid (1970) and others definition takes adjustment as a signal of harmonious relationship between a man and his environment. One has to fit oneself in the prevailing circumstances. When we adjust ourselves in order to fit as per certain demands of our environment. The conditions in the environment are in a
continuous chain of changes. We change our nature in order to fit ourselves in the realm of nature. Thus the process of adjustment is continuous. We try to change or modify our behavior for bringing a perfect understanding between ourselves and our environment. For example if an urban girl is married to a rural boy and made to live a village life, she has to change her behavior, her habits and her way of life for accommodating herself in the changed circumstances.

Vonhaller’s (1970) definition takes clue from the Darwin’s theory of evolution. Darwin maintained that only those organisms most fitted to adapt to the changed circumstances survive. Hence the individuals who are able to adjust themselves in changed situations in their environment can live in perfect harmony and lead a happy life. In this way, adjustment as a psychological term is a new name for the term adaptation used in biological world. In all sense, adjustment implies a satisfactory adaptation to the demands of day-to-day life.

The above discussion can lead us to summarize in the following way:

- Adjustment is a process that takes us to lead a happy and well-contented life.
- Adjustment persuades us to change our way of life according to the demands of the situation.
- Adjustment helps us in keeping balance between our needs and the capacity to meet these needs.
- Adjustment gives us strength and ability to bring desirable changes in the conditions of our environment.

Besides the demands of one’s basic need, society also demands a particular mode of behavior from its members. In case one thinks only to fulfill one’s needs by setting aside the norms, ethics and cultural traditions of one’s society, one is not going to be adjusted in
one’s environment. Here adjustment also needs one’s conformity to the requirement of one’s culture and the society.

In this way, adjustment does not only cater to one’s own needs but also to the demands of the society. Therefore, in defining adjustment in its comprehensive way, we can conclude that adjustment is a condition or state in which one feels that one’s needs have been (or will be) fulfilled and one’s behavior conforms to the requirements of the society and culture.

1.3.2 Adjustment Process:

The process adjustment start from the birth of the child and continues throughout life. The nature of adjustment of an individual is governed by biological factors as well as by his social experiences which he receives in his environment. Lining well adjusted life in today’s society is not easy. We live in a changing world. We survive the challenges of adolescence to face the decisions of young adulthood, gaining independence from our families, establishing careers, building relationships, facing the responsibilities of marriage and parenting all this in high tech world with its ever changing mix of progress, pressure, prejudice, and pollution. The diverse demands of our changing world require us to think of adjustment as a dynamic process, rather than as static outcome. A well adjusted young adult twenty years ago would be quite different than a well adjusted young adult today. A well adjusted young person during that 1990 might beauties different than a older person during that same period the view of the good life is influenced by the characteristics of our culture, religious beliefs, and the values thought by parents and expressed by the peer group. Adjustment is process, process of continues interaction between over selves and environment and
therefore never a complete process. If is a means, rather than an end product. Life is a series of change and as a result, people are always in the process of changing. They adopt new techniques and strategies for adjusting to their world, such changes are an integral part of growth and development.

The rule of existence, then seems to be one of continuous change. This dynamic quality of life forces people to live in a constant state of mind, either you change, or you sadly find yourself out of step with the environment. Yet change also faces people to use certain coping strategies consistently in similar situations.

Every day we are faced with new situations that demand decisions. These situations involve change in both our internal state in our external environment and transcend and such challenges.

Adjustment as process is of major importance for psychologists, teachers and parents. To analyze the process we should study the development of an individual longitudinally from his birth onwards. The child, at the time of his birth, is absolutely dependent on others for the satisfaction of his needs, but gradually with the age he learns to control his needs. His adjustment largely depends on his interaction with the external environment in which he lives/ when the child is born, the world, for him, is a big buzzing, blooming confusion. He cannot differentiate among the various objects of his environment but as he matures he comes to learn to articulate the details of his environment through the process of sensation, perception and conception. The child in his infancy can respond and think about only concrete objects of his environment. The process of abstraction comes afterwards. The young children lack the capacity of self control of the instinctive impulses. Anything
which appears to their senses bright they try to take hold of it. Their development is purely on instinctive level. The nature of adjustive process is decided by a number of factors, particularly, internal needs and external demands of the child. When a conflict occurs between internal needs and external demands, in such conditions, there are three alternatives, one, the individual may inhibit or modify his internal need or demand and second, he can alter the environment, and can satisfy his demands and third alternative, is that he can use some mental mechanism to escape from the conflicting situation and may be able to maintain the balanced of his personality.

The term accommodation and assimilation to represent the alternation of oneself or environment as a means of adjustment. A person, who carries his values and standard of conduct without any change and maintains these in spite of major changes in the social climate, is called assimilator.

The man, who takes his standard from social context and changes his beliefs in accordance with the altered values of the society, is called accommodator. Now the question arises which of the above referred processes of adjustment is more effective? It is very difficult to answer this question in clear cut terms because relative merits of either of the adjective process described as above requires, making value judgment. The human being, in order to adjust successfully in his society, has to resort to both the devices.

1.3.3 Basic factors in the Process of Adjustment:

Following are the basic factors in the process of adjustment.

**Motivation:**

Feelings of inferiority ambitious towards a specific career, anxiety over failure and drives towards activates that bring prestige
or a affections are all examples of motivation. Motives are persistent conditions that dominates and directs the behaviour of individual until he responds in such a way as to remove them.

Any basic physical need, any strong desire, any highly anticipated goal is a motive.

**Frustration and Conflict:**

In environmental condition or an incompatible motive may block or conflict with activity aroused by the initial motive and prevent the individual from satisfying it, sometimes the problem was not so such the frustration as such but what it meant to the individual is important.

**Variable behaviour:**

The behaviour that result when motives are blocked has been called trial and error. The individual whose motive frustrated usually performs a number of activities most of which are successful.

**Satisfaction:**

Satisfaction involves the removal of the .motivatina conrlition , the relaxation of tension aroused by the desire. The individual in is these. cases is making the adjustment . It is through this process of satisfying motives tend to be repeated in a similar situation in the future.

**Non - Adjective Behaviours:**

Non adjective behaviour in respect to the motive under consideration, but it may be adjective so far as other motives are concerned. This is a important point much behaviour that seems
abnormal or socially inappropriate is adjective from one point. It is merely one adjective in terms of our arbitrary that influential social standards or frame of reference.

**Readjustment**: In order to satisfy the motive the individual uses a persistent non-adjective reaction must modify his behaviour. He must eliminate the non-adjustive reactions, those which fail to satisfy the motive under consideration and substitute that satisfy the motive under consideration. Readjustment in the human being may mean a reorganization of his motive with emphasis on certain motives rather than on others. 

Adjustment as the process of continuous interaction leads us to realize that no human adjustment is eve~ complete or ideal. That is why we speak of adjustment as an attempt to relate satisfactorily to the environment because of the continuous modification in ourselves and our there environment, there is always some gap between our need and there complete satisfaction. And there is a reciprocal process and a relatively satisfying adjustment is the best can achieve.

An individual wants to satisfy his values, need etc. When his needs are satisfied an adjustment is made.

**Characteristics of a well adjusted person**

A well adjusted person is supposed to possess the following characteristics:

- Physically adjusted: a well adjusted individual enjoys wholesome adjustment in terms of his physical health, and physiological well-being. He is physically mature and sound in relation to his age-linked physical physiological growth and
development. What he has in terms of his somatic structure, physical development, strength and abilities make him feel secure and satisfied.

- Emotionally adjusted: a well-adjusted individual demonstrates a well-balanced emotional behavior. He is able to express desirable emotions in a proper amount as per the needs of the situation and his own well-being.

- Socially adjusted: a well-adjusted individual is a socially mature individual. He has the necessary development in terms of social competency and social obligations. He knows his social environment and has a desire and capability to adjust his self to the demands of the social life.

- Awareness of one’s own strengths and limitations: a well-adjusted person knows his strengths and weakness. He tries to gain from his assets in some areas while accepting limitations in the other.

- Respecting one’s self and the others: disliking one’s self is a typical symptom of maladjustment. An adjusted individual has respect for one’s self as well as of others.

- Adequate level of aspiration: his level of aspiration is neither too low nor too high in comparison to his own strengths and abilities. He does not try to reach for stars and also not repent by selecting an easier course for advancement.

- Satisfaction of the basic needs: his basic needs like organic, emotional and social needs are fully satisfied or in the process of being satisfied. He does not suffer from emotional craving and social isolation. He feels reasonably secure and maintains his self-esteem.
- Does not possess critical or fault finding attitude: he knows how to appreciate the goodness in objects, persons or activities. He does not try to search for weaknesses and faults. His observation is a scientific one rather than being critical or punitive. He likes people, admires their qualities and wins their affection.

- Flexibility of his behavior: he is not rigid in his attitude or way of living. He can easily accommodate or adapt himself in the changed circumstances by making necessary changes in his behavior.

- Capable of struggling with odd circumstances: he is not easily overwhelmed by the odd circumstances. He has sufficient will and courage to resist and fight against odds. He has an inherent drive to master his environment rather than to passively accept it.

- Realistic perception of the world: he holds a realistic vision and does not wander unnecessarily in the world of ideas and imagination. He always plans, thinks and acts on the real footing.

- Feeling at home with his surroundings: a well-adjusted individual feels satisfied with his surroundings. He fits well at his home, family, neighborhood and other social places. As a student he likes his school, school-mates, teachers and feels satisfied with his daily routine. When he enters a profession, he has a love for it and he maintains his zeal and enthusiasm in his profession despite heavy odds.
An adequate philosophy of life: a well-adjusted person has his own philosophy of life which he tries to observe while keeping in view the demand of the changed situation and circumstances. He weaves his philosophy around the demand of his society, culture and his own self so that it does not clash with his environment on one hand and his self on the other.

1.3.4. Type of adjustment:

The area of adjustment is too large, psychologists like Lehner and Kube (1964), Blair (1962) and Ryana (1969) and so many others have discussed the area of adjustment. As we have seen that adjustment is a continuous process beginning from life up to the end of life. The area of adjustment is very large. The major areas of adjustment are studied here under the types of adjustment.

Family Adjustment:

The family is the oldest social institution known to man. Although its specific structure has differed in different times and places, it has been in most culture the basic unit of social order. In our culture large family unit that included grandparents, parents, children and possible and aunt, uncle or causing, all together under one roof, has almost disappeared and the small family unit, consisting, as a minimum of husband and wife or parent and child has taken its place.

We may better understand how family relationship affect personal adjustment, and the satisfaction of psychological needs, consideration of the dynamics of family interaction is important families are constantly changing new members are born into them grow up and leave to establish careers and families of their own, old
members pass away. All these changes affect to some degree, the adjustment of the other members.

The husband wife relationship, marital expectations and factors in marital success affected on family adjustment parent child relationship is important for family adjustment. Statistics indicates that the more children, there are in family the fewer are the chances of divorce. Parent - child relations consider two major patterns of interaction negative and positive negative patterns are (i) Rejection (ii) Over protection (iii), Over Indulgence (iv) "Authoritarianism (v) Ambivalence Monopolization.

The positive patterns of interaction are (i) Unqualified love (ii) Sensitivity (iii) Permissiveness (iv) reasonable techniques of control.

It is inevitable for parents to make frequent mistake. But if they can manage to strike a balance between extremes of over protection and rejection, between excessive exercise of authority and often lack of guidance, between to much and too little attention, they will be giving their children a reasonable chance to develop satisfactory adjustment patterns.

**Marital Adjustment:**

Adjustment in marriage is necessary everyone has to adjust in their married life. Such adjustment bring unity and happiness, compromise and self sacrifice on the other hand unmarried people can hardly adjust themselves they feel loneliness and they feel that something is missing in the life. Married people are happier than unmarried people this is the advantage of marriage and married life.

Marriage gives chance for the satisfaction of our needs, affection and sexual expression. Marital adjustments is an effort on
the part of mates of satisfy each other's needs by the process of give and take. In earlier studies of marital adjustments has used the term adjustment to "refer to the state of accommodation which is achieved in different areas. Where conflict may exist in marriage.

Marital adjustment is the process of modifying, adapting or altering individual and couple patterns of behaviour and interaction to achieve maximum satisfaction in the relationship. In order to establish marital adjustments amongst the partners and within themselves; establishment-of harmonious relationship is necessary adjustment in marriage is a constant process of interaction.

From the psychological point of view marriage is more or less permanent, and culturally determined union between a man and a woman, for the purpose of attaining mutual happiness. In successful marriage life love, affection interest, faith -and feelings are necessary.

**Social Adjustment :**

As the individual's family responsibilities decrease and as their economic status improves, they are better able to engage in social activities than they were during adulthood. When family responsibilities and adjustments to work made an active social life difficult, many people, especially woman find that an active social life alleviates the loneliness they experience when their children are grown and have home of their own.

Middle aged people enjoy entertaining friends at dinners or parties, although much of the social life of middle age centers around gathering of members of the same sex. They tend to spend most of his time with his family, intimate friends and his children's newly
established families. Socio-economic status is affected to social adjustment.

There are also sex differences in social activities. Men have more friends and acquaintances than women, but women have a more affectionate and a closer relationship with their friends than men. Men belong to more community organizations, but women devote more time and effort to the activities of the organizations. Women have more social contacts with family members and relations than with outsiders. Socially adjusted person is involved with family members as well as with society, friends, outside of family and work institution.

- Emotional adjustment

It is also important in determining one’s personality. The behavior is colored by emotions. Emotional adjustment is attained by the individual when he is expected to behave according to societal expectations. Emotions have both direct and indirect effects on personality. The direct effects come from physical and mental disturbance, while the indirect effects come from the reactions of members of the social group towards the person who is experiencing the emotion. If the emotions are unpleasant such as fear and jealousy or if they are strong and uncontrolled, they are damaging to the personality pattern. If they are pleasant and if they are controlled in such a way as person’s physical and mental well-being, they have a favorable effect on the personality pattern. Directly, the emotions affect the individual’s physical and mental functioning and his attitudes, interests and values.
• **School & College adjustment**

The child has to adjust to the outer world also. The peer group and school teachers both need to be taken into consideration while talking of school adjustment. During young years the child looks for teacher's acceptance and warmth and as the child grows into adolescence, peer acceptance and show of expressions becomes more important. Many a times peer pressures lead to maladjustment behaviour among the youngsters like drug addiction, smoking, drinking, truancy, etc.

College is also an important area of social adjustment. The experiences of behaviour patterns, the peer group relationship, learning process and achievement are the factors that determine college adjustment.

• **Sexual (Marital) adjustment**

Sexual adjustment in terms of interpersonal issues in selecting mate, personal needs and sex in marriage are of consideration. Acceptance of one's sexuality is also of prime concern. And, resultant acceptance of one's proclaimed sexuality by people related to the person and the society also helps in better adjustment of the person.

• **Career (Occupational) adjustment**

Making the right career choice is tough. The right education and skills learning leads to a job. Work place satisfaction may or may not be present. It depends upon socio-economic considerations, interests, abilities, aptitudes, job-requirement, attitude towards work place, etc. The impact of working under a female boss has been seen to cause stress to some men can a woman work? There exists an intermix of societal dictates and life-style related to working
especially with regard to women. Such decisions also influence the person's approach to job. The delicate intricacies between the desired career choice and the option available for job also affects adjustments job satisfaction is closely related to personal adjustment.

- **Old age adjustment**

  Adjustment issues during old age need to be highlighted as during this age there are physiological changes in the body which may at times lead to adjustment problems. People who could not save the money and are not supported by their children are worst affected during old age. In any case, the money is reduced and there are financial hardships after retirement. In India, the individualistic culture has grown in the youth today, and with the break down of joint families has care and protection of the has been reduced. This has left old people to feel isolated and useless. All such situations lead to adjustment problems during old age.

  So, adjustment is one of the most important psychological activities of human beings.

**Financial Adjustment:**

Money or economic status will have a profound influence on the financial adjustment. Today as result of premarital experiences in the business world, many wives resent not having control of money, need to run home and they find it difficult to adjust to living on their husbands earnings after having been accustomed to spending their own money as they wish. Financial adjustment is very difficult where the wife resign the job for any reason. It is important for marital adjustment.
Financial adjustment is related to the vocation, family’s financial situation poses to good marital adjustment. If wife is working the financial support give the security, and confidence. Socio-economic standard changed and living style developed.

1.3.5 Health Adjustment

For health adjustment three points are important (i) TO understanding your own needs (ii) A healthy respect for other and (iii) Being healthy V.S. being normal.

If health adjustment merely meant satisfying one’s own needs, this approach would seem sound. Health adjustment requires taking rights and feelings of other into consideration. People who only consider their own needs in any situation, are likely to be seen as selfish and crude. They might obtain short term satisfaction for their immediate needs, but only at the expense of their relationships with others. In the long runs, such individual are often isolated, or are merely tolerated by others.

i. Health adjustment includes an understanding of our own individual needs.

ii. Health adjustment includes a respect for human life and an awareness of the right of others.

iii. Health adjustment is flexible and tolerant, and it represents choices made from options rather than simply responding in 'acceptable' or 'normal' ways.

Flexibility is also important, we each respond and behave according to destructive and consistent patterns. These patterns include thoughts and feelings as well as behaviour, and collectively they from our personalities (Mischel, 1976). If we could understand
and these patterns of behaviour, we might be able to understand and improve our own adjustment.

To improve our adjustment we must look for the most effective, appropriate and acceptable methods of dealing with our problems, and do this, we must increase our self awareness other awareness and problem awareness.

Lord krishna is "Bhagvat Gita" (Ch.11 54-72) a well known religious tratic of Hinduism a book on counseling psychology, while counseling nervous. Arjuna off battle field enumerates a number of characteristics of a well-balanced (Healthy) personality (Sthita Pragna), the major being the self-less devotion and service to humanity with quality of mind.

As per “Bhagvat Gita’s” concept a well adjusted person should have following characteristics.

i. When a man put a way all the desire of his mind and when his spirit is content in itself. The he is called stable in intelligence.

ii. A person whose mind is untroubled in the midst of sorrows and is free eager desire a mind pleasures, he from whom passion, fear and rage have passed away.

iii. Without affection on any side, who dies rejoice as he obtains good or evil, who drows away the senses from the object of sense on every side. Having brought all the sense under control.

iv. A well balanced person has no selfish aims or personal hopes. He is not disturbed by the touches of outward things. He accepts what happens without attachment. He is covert nothing, is jelous of none, he has no desires and makes no
demands, and in that spirit there is produced an end of all sorrow for him.

v. For the uncontrolled there is no intelligence nor for the uncontrolled is there the power of concentration and for him without concentration, there is no peace and without peace there is no happiness.

vi. A well adjusted person who abandons all desires and acts free from longing without any sense of mineness or egotism. He attain to peace.

vii. Healthy is the greatest gain, contentment is the greatest wealth, faith is the best friend and nirvana is the highest happiness.

viii. Joy serenity, the consciousness of inward strength and of liberation, courage and energy of purpose and constant life in god are their characteristics.

In short a well adjusted person should have following characteristic.

a) Awareness of one’s own strength and limitation.

b) Respect for one’s self as well as for others.

c) Adequate level of aspiration.

d) Reasonable satisfaction in terms of one’s basic needs.

e) No critical or fault finding attitude.

f) Flexible in his behaviour.

g) Capable of struggling with odd circumstances.

h) Realistic perception of the world.

i) Feeling of home with surroundings.

j) Possessing adequate philosophy of life.
Personal adjustment

Personal adjustment is concerned with an individual’s adjustment to his self. Now question arises as to what does the term ‘self’ mean with regard to personal adjustment. The total individuality incorporating various aspects of his growth and development, personality traits and characteristics and satisfaction of his basic needs may essentially be included in the body of the term ‘self’. In this sense, the extent to which one remains satisfied with what he owns in terms of his physical and mental development and other personality characteristics and his basic needs remain gratified, he may be called adjusted within the sphere of personal adjustment. Let us now elaborate these components of one’s personal adjustment.

Adjustment to Physical Development and Health

Physical growth and development follow a somewhat definite pattern. A child of a particular age is normally expected to have a certain increase in weight and height, acquire definite somatic structure and physical characteristics and have growth and development with regards to internal organs, body systems and their functioning. In case this growth and development takes place in a normal way and the individual remain satisfied, he remains adjusted otherwise it may lead to frustration and other complexes paving the way for his maladjustment. Similarly, one should keep better physical health free from stressful ailments and diseases so as to enjoy better personal adjustment. In this way if an individual's physical growth and development as well as his physical strength, abilities and capacities are in conformity with what is expected at his age and he does not feel any difficulty in his physical functioning and general
progress due to any kind of defect or inability of his physical organs, he may get along well with his adjustment to his self.

**Adjustment With Regards to Mental Development and Health**

The other major aspect of one’s personal adjustment is related with his mental development and mental health. Like physical development, an individual of a particular age is expected to function at a certain level of intellectual growth and development. In case one does not acquire even the normal mental capacities and abilities expected at his age, he may feel handicapped in terms of intellectual behavior and this deficiency (while compared to others) may lead to frustration and complexes. Similarly, one who is not keeping good mental health may turn into a maladjustment personality. Anxiety, distress, stressful situation, pressures, complexes, frustration all are bitter enemies of one’s mental health and these may lead a person to total maladjustment with his self.

**Adjustment with Respect to The Individual Needs**

This sphere of our personal adjustment may also include all such types of adjustments that are concerned with the satisfaction of our personal needs. Among these, we may include the needs like (i) physiological or organic needs such as hunger, thrust, sleep and rest etc. (ii) material needs such as need for clothes; shelter and various other material facilities and comforts, (iii) our socio-psychological needs such as need to love and to be loved, need for expression and actualization, need to dominate, get respect and regard etc. We all, from the very beginning of our life till the end, remain busy in working and struggling for the satisfaction of these needs, in case we
get success and feel satisfied, we remain adjusted or else we are compelled to drift towards maladjustment.

**Adjustment with Friends And Relatives**

The social circle of one’s friends and relatives is closely linked with the social environment of his home and family. One’s behavior and personality development is very much influenced, guided and patronized by one’s relatives and friends. These are the persons who come to our help in the hour of our need. One may feel secure and satisfied if he has cordial, congenial and harmonious relations with (may be few) his relatives and friends. In the contrary and opposite situations, one is bound to feel lonely, insecure and perturbed at the time of distress and casualties. In this way, the key of one’s adjustment lies in getting along well with his friends and relatives.

**Adjustment with Neighbours and Other Members of The Community**

Next to our home are the neighborhood and the community. Most of our physical, psychological and social needs are fulfilled through proper communication, exchange, goodwill and spirit of cooperation maintained with our neighbors and other members of the community. We can’t live in harmony and peace with indifferent and spoiled relationships with our immediate neighbors and members of the community. The essential thing is to learn the lesson of togetherness and coexistence with the members of the community in spite of differences of opinions, living standards, language, caste, religion etc.

It is futile to waste our energy and resources in endless conflicts and tensions created through mutual mistrust, fear, disliking
and disrespect, jealously and envy, false pride and inflated ego. It creates a chain of reaction and ends with the state of dissatisfaction resulting in our maladjustment with our own neighbors and members of the community. Hence, it is always better to try our best to get along well with our neighbors and members of the community. Slowly this spirit of togetherness, bond of friendship, cooperation, co-existence and peaceful living should be extended to the boundaries of one’s nation and even it would as a close-knit family.

Here the question arises as to what should one do for maintaining proper relationship with the members of his family, friends, relatives, neighbors and members of the community so that he may be well-adjusted in his social set up? The answer lies in one’s proper social development and adaptability to the social environment. One should essentially learn the lesson of mutual love and respect, goodwill and trust, cooperation and sharing and other similar qualities and virtues of a social being. One should try to know the norms, modes of living and expectations of the society for adapting himself in the existing pattern of one’s community and society. It does not mean that he should blindly lead to conformity, but in all his efforts he must first try to get along with the social set up and then work honestly for the desired changes and needed social progress.

**Occupational adjustment**

How far are we satisfied with our world of work and means of livelihood decides, to a great extent, our state or adjustment or maladjustment to our self and the environment. From the very beginning, parents aspire for a good occupation or profession for
their children. They plan their education accordingly. However, entering into the profession or occupation of one's choice or being in tune with their abilities and capacities depend on a lot of factors. Whateovern it may be, once chosen one should learn to adjust and adapt to the needs and requirement of one's profession or occupation. His success in his field of work will depend to a large extent on the sense of satisfaction he feels in performing various duties in his job. He must be reasonably satisfied and should get along well with the men and material resources available in his world of work. Such satisfaction, adaptation and adjustment to one's occupation automatically help in attaining the desired objectives in his personal and social life leading to the overall adjustment to one's self and the environment. Now at this stage, the question may arise as to who should be termed as an adjusted individual in his field of work or occupation. For this, let us think about the possible traits and characteristics generally found in such vocationally or occupationally adjusted persons.

i. Once entered, they feel no regret about the choice of work or occupation.

ii. They demonstrate a sense of job satisfaction through the performance of various duties regarding their job or occupation.

iii. They feel reasonably satisfied with the working conditions and facilities available for carrying out their job duties. They are not in the habit of unnecessarily complaining about limitations and non-availability of resources.

iv. They get along well with their colleagues and the officials of their world of work. They try to maintain cordial relationship
and harmony with them for attaining desired proficiency in their work.

v. They are committed and have very positive attitude towards the working and value of their occupation. They do not unnecessarily dream or plan of entering into other occupations. While respecting their own profession, they always strive to achieve a sense of satisfaction by performing their duties honestly and sincerely.

vi. They are reasonably satisfied with the opportunities provided in their personal occupation for promotion and other achievements. They do not get much perturbed despite not getting early opportunities of promotions and other incentives and believe that their work will be rewarded in one way or the other.

vii. They are usually engaged in bringing necessary improvement and modification in the methods and processes related to their occupation for qualitative improvement. They have creative sparks in them which is often reflected through their styles of functioning.

viii. They are reasonably satisfied with their occupations in terms of economic returns. They are not found comparing their salaries and financial returns with others and complaining about their chosen occupation.

ix. They maintain a sense of accountability for the assigned duties and try to maintain the image and respect of their profession by extending desired cooperation to colleagues and administrators.
CHARACTERISTICS OF WELL ADJUSTED PERSON

i) Physical Health

The person should be free from physical ailments like headaches, ulcers, indigestion and impairment of appetite. These symptoms in person have sometimes psychological origin and may impair his physical efficiency.

ii) Psychological Comforts

A well-adjusted persons has no psychological diseases as depression, compulsion and anxiety. These psychological diseases if occur excessively cause to seek professional advice.

iii) Work Efficiency

The person who makes full use of his occupational or social capacities, may be termed as well adjusted person in his social set up.

iv) Social Acceptance

Everybody wants to be socially accepted by other persons. If a person obeys social norms, beliefs and setup values. We may call him well adjusted but if he satisfies his needs by anti-social means then he is called maladjusted.

v) Flexibility in behaviour

A well adjusted person shows flexibility in his behaviour. He adjust himself in changing circumstances by making changes in his behaviour.

vi) Healthy Attitudes and interests

A well adjusted person possess healthy habits, attitudes and interests.
vii) **Healthy philosophy of life**

A well adjusted person possesses healthy philosophy of life that governs his conduct and activities. He possesses enough coverage and power of tolerance for facing failures in his life. In short "a person said to be adjusted when he is so related to a reasonably adequate environment that he is relatively happy, efficient and has a proper degree of social feeling."

### 1.3.6 Importance of adjustment

Every organism tries to have harmonious relationship with its surroundings in order to satisfy its primary needs like hunger, thirst and security. This relationship is established by the constant effort on the part of organism in adjustment to its environment. Man, unlike other animals, has to adjust with psychological and socio cultural environment in which he has to live in addition to physical environment. Man has got a great role to play in the process of adjustment because some of the psychological need like acceptance, affection, companionship, self esteem etc, is to be satisfied in a socio-cultural set up. This is necessary to develop a healthy personality. The development of personality is largely determined by the way in which the human being is able to adjust successfully in his life. Allport (1962) rightly pointed out, “personality is the dynamic organisation within the individual, of those psychological systems that determine his unique adjustment to his environment.” Therefore, an individual's unique adjustment is the core of his personality. It emphasizes on the relationship between the organism and environment.
Environment is dynamic, which goes on changing constantly and the organism, if at all has to survive must make up certain modifications to keep pace with the environment. It is necessary for its psychological process to go on smoothly. So, the organism learns to move along with the environment and this learning is termed as adjustment.

1.4 ACADEMIC ACHIEVEMENT:

Achievement is a result of due to specific behaviour program of instruction or training. The achievement test measure the effect of relatively standardized set of experience such as course in elementary French, trigonometry or computer programming. On the other side aptitude reflects the cumulative influence of multiplicity of experience in daily lives. The aptitude is a result of behavior, effect of learning under relatively uncontrolled and unknown conditions; whereas achievement is the effect of learning a getting information that occurred under partially known and controlled conditioners so the aptitude and achievement is somehow related to acquiring information.

The classroom is a complex social system in which teacher engage in as many as thousand exchanges with students each day and mostly focusing on its significance for academic achievement is mostly depend up on teacher, who is caring, helpful natured with positive attitude characteristic.

In classroom teaching, teachers do not interacts in the same way with all children of class. Some students get more attention, encouragement and praise them others, well behaved high achieving student got more encouragement and praise, whereas unruly students are often criticized and rarely called on to contribute to
class discussion when they seek help or permission their request are usually denied Good and Brophy -1996.

Education is a unique investment and academic achievement is a vital aspect of it. Academic achievement is considered as a key to judge one's potentialities and capacities. Hence, educators give paramount credence to the intellectual attainment of the child in the form of grades and scorings, and had equated education to the age old idea of imparting knowledge to the disciples. In this hectic process of attainment, a significant number of children lag behind, leaving parents and teachers with so much of disappointment and queries as to where it went wrong!

The reasons for achieving low in academics are numerous. However, most of the sensory and physical disabilities are radically apparent to the observer, but handicaps of the under achiever or scholastically backward student are not always so obvious. Their handicap is not related to their cognitive ability alone. In fact, a number of other factors interplay each other, that they are not able to meet the normal demands of the educational system. The period at which their limitations are so obvious is that of the school years. When they become adults, many of them will be absorbed into the community life and will contribute usefully without drawing undue attention to themselves.

The underachieving or scholastically backward children are classified into three broad categories: retarded students, who are very backward in normal curriculum, because of retarded milestones which may or may not be accompanied by additional handicaps, such as physical deficiencies, ill health, limited verbal expressions andemotional disturbances. Because of all these factors, they are in
need of special curriculum and specially trained teachers for those specific handicaps; slow learners, are those who have limited cognitive abilities.

The causes of their failure range from specific perceptual difficulties to emotional maladjustments. These are students who need some kind of special or remedial teaching to make a marked progress; low achievers, are those whose ability is not quite so limited, but who nevertheless have more difficulty in learning than average children.

Low achievement is defined as a discrepancy between the child's actual ability and achievement. It may be related to poor self concept, lack of family involvement and encouragement, damaging peer pressure, cultural deprivation, study skill deficiency, emotional problems, physical illness, lack of academic motivation or lack of interest in school subjects and curriculum. Absence from school, unfortunate personal circumstances and life events or inadequate environmental conditions further limit their progress. Failure to recognize problems and provide solutions are also reported to be contributory factors for their continuing backwardness.

The low achiever differs from an average youngster in many, different ways. In very simple terms, such a child may have problems or concerns related to his own personality, study skills, lack of motivation, squabbles in family life or school related issues. The very fact that they are normal children having only school related problems, especially the achievement related ones, makes the study of low achievers a colossal task.

The inherent ambiguities, inconsistencies and unknowns are to be taken into account, in any study of human beings. In the case of a
child who deviates from the norms, one must multiply all the mysteries of normal human behaviour and development by those pertaining to the child's unique exceptionality. Because there is no single accepted theory of normal child development and accomplishment, it is not at all surprising that no definite statements could be made about the quantification of low achievement.

It is true that in the vast majority of cases it is unable to identify the exact reason why a child is achieving low. But progress is being made in determining the causes of some of the cases. Research is bringing a more complete understanding of the ways in which the low achieving child’s psychological, social, and educational environment are related to the learning problems. Although researchers constantly lament that all the questions are not answered, it is known more today about how to tackle these children than it was 10 - 15 years ago. A low achiever is thus thought to be one who is not able to exploit fully his or her innate capacities and does not register or show up educational success, commensurate with his or her abilities. This builds up stress and tension in the child.

Much of his potentials may be burned up merely handling the stress. There could be internal stress, of not understanding his feelings; of wanting to present a more positive image of himself or herself to his significant ones on one hand; and the external stress of peer pressure, criticism from the teachers etc on the other hand. This combination can wreak havoc on the child's performance. The requisites for academic excellence could be adequate cognitive functioning; motivation to learn; age appropriate skills in reading, writing, language, comprehension, and numerical operations; uninterrupted attention; parent mediation; and school situations.
Learning is a complex dynamic process that is been affected by bio-psycho-social factors. A student develops and utilizes the knowledge and skills to acquire his maximum potentiality, based primarily on the biological functions of the nervous system, the psychological make up of the child such as his motivational level of achievement, his personality traits, his study skills and certain important social factors such as family interaction, teacher effectiveness, and peer pressure. In turn, home and school have cooperative duties in enhancing the individual potentials of an individual child.

The generally accepted individual factors conducive for academic achievement are intelligence, personality, study skills, and motivational level of the concerned student. Youngman (1980) examined various pupil characteristics that might determine subsequent academic performance on 640 students and intellectual characteristics showed the stronger effects.

1.4.1 Academic Achievement and family:

Laura E Berk, define family as a lifelong commitment between a man and woman who feed, shelter and nature their children until they reach maturity.

Beside promoting survival of its member, the family unit of our evolutionary ancestors performed many services, like economic services, social order, socialization, emotional support etc, families served all or most of these functions. But as societies become more complex, the demand placed on use family became etc. much for it to sustain along consequently, other institutes developed to assist with certain function and families become linked to larger social structure.

The families with different socio-economical status have different effect on children where there is main problem of survival
parents ignore the other demand of children for education, therefore. Government of Gujarat provide facilities to the BPL (Below Poverty Line) families, primary education and uniform even serve mid day meal in school.

But in high socio-economic status families parents like to provide good type of school, and private school. there is no any other type of facilities but only education. Emphasized and middle socio economics status families have to bear at large, they cannot go to lower class school or cannot bear the educational expenses of higher categories public school. In this types of families parent have to earn more to adjust family expenses, by both parents by both parents serving outside the home.

Children rearing system or style is also- play a vital role for education achievement of children. Before mentioned the style of rearing children, permissive rearing style create less self control in children, children became disobedience, rebellious, they are depend on adult, here the non achieving behavior is on part of boys. And uninvolved parent rearing style, parents have no time for children, children is also demanding the object which is easily available, Parents probably neglected children which create depressant in children and direct effect came on educational achievement and became low academic self esteem and school performance. There is a bi-direction relationship is authoritative rearing style. there is a emotional context in between parents and children, result child became less negative behavior, firm, self controlled emotional and became social competence. On the other side child acquire good type of academic achievement in school performance.
In families parents have to earn for living. Both parents working outside the home, children have to suffer emotionally but they are became self regularized automatically in this types of family, if parents provide love affection and security and hi-direction relationship child like to do their school work themselves and acquire good types of grade in academic achievement. Some families also like to send for coaching in various type of subject, parents whomever can afford the expenses, result ·is also positive in this regard of academic achievement.

In nuclear family and extended family there is a difference in academic achievements, in nuclear family only parents have to inter react to children there may be tension on part of child but in extended family other elder members are manage the child, child being conscious that runs up to adult hood and child got satisfaction response result is high types of academic achievement.

Inter relationship with elder siblings and parents who are literates, their help in school work or task being good qualities of academic achievement and worming up in school. But wherever only child in families, they do better in school and attain higher level of self esteem and achievement motivation.

1.4.2 Academic Achievement and gender:

Many studies have examined gender difference in many ways. The boys and girls are actually different in mental abilities and personality traits. There is a relationship of biological social and cognitive factor to children's gender typed preference and behavior. The boys and girls are different with biological background but social concept of society is play a vital role therefore the cognitive of children is different.
Achievement is related with ability, we can say it is a potential achievement if ability is there the child can achieve so we can mention it as ability, like verbal ability, spatial ability, mathematical, etc.

However academic achievement is concern, Girls get better grades than boys in all academic subjects in .elementary school, after which the difference decline, In junior high school boys start to show an advantage is mathematics, science etc.

Femininity and masculinity is mainly due to biological difference but somehow family and parents interacts with children can up or down it, as social factor and parents belief is playing role.

Earlier studies have shown that sex differences in mathematical abilities are apparent by second grade among academically talented students. By adolescence an overall difference between boys and girls exists. In general where all students are considered the size of the difference is small. But among the most capable the gender gap is considerable.

On the other side, in verbal ability girls are more ahead then boys. They begin to talk earlier and show faster vocabulary growth during second year, that’s why the girls score higher achievement in reading, writing test in school and it is continue up to adolescence. There is a biological cause of brain or cerebral cortex, left side of cerebral cortex is slightly larger than males create difference in vocabulary.

As per earlier research both sexes getting high achievement and showing talent but when they select job or choose occupation they consist of early sex difference in maths ability, men entered in engineering maths, physical science and computer science career at
higher rate than women. The mathematics gender gap is related to students attitude and self esteem. Children often view math as a masculine subject and many parents believe that boys are better at it, furthermore girls regard math as less useful for their future lives.

1.4.3 Academic Achievement and strength of student in class:

It is very great difference about size of class among Urban area school and Rural area school. In urban school, school can get proper numbers of students where in rural area school, there are many problem, problem of number of students, number of teachers, primary facilities and so many in Gujarat-India.

As per Mosteller (1995) small class student scared rougher in reading, and maths achievement each year, an effect that was particularly strong for minority students. Placing teachers aid in regular size classes hard no consistent impact”. Finally, even after returning in to regular size classes, children who had been in a small classes remained ahead in academic progress.

Academic achievement has always been a crucial point and main centre of educational research despite varied statement about the aim of education. Academic development of the pupil is the primary concern and the most important goal of education. Not that other aspect of educational objectives are to be ignored but the fact remains that academic achievement is the unique responsibility of all educational institutions established by the society to promote a wholesome scholastic development of pupil.

Academic achievement of an individual is so far considered to be influential partly by his ability to adjust to his environment, partly by his special abilities, intelligence and aptitude which are integral parts of his personality and partly by the intensity of drives and
mottoes which serve as the impelling force for his activities. Thus, academic achievement refers to the degree of level of success and that of proficiency attained in some specific area concerning scholastic and academic work. In view of other authors there seems to be considerable similarities in as much as all of them place emphasis on knowledge attained or skill developed in academic subjects and usually originated by test scores. It is different from proficiency in the area of different age accomplishment quotient or achievement quotient are the most commonly used meant to interpret the level of academic achievement of pupils in general or in a specific given subject matter in particular.

The justification of measuring academic achievement is based on the fundamental assumptions of psychology that there are differences within individual from time to time, place to place, situation to situation, one class to other class. Besides there are individual differences. Also individual of same age group, same grade, and of same potential ability, usually differ in their academic proficiency whether measured by Standardized Achievement Tests or by teachers’ grading or by marks obtained in tests or examinations.

Academic performance has been assessed in a variety of ways such as Grade Point Average (GPA), performance on standardized test as the Standard Achievement Test (SAT), the Science Research Associate Test (SRA) and score on essay type examination, etc. In many studies, performance in various courses, such as mathematics, reading and other areas has been linked with yet another aspect of performance in the classroom verbal behaviour of high achieving and low achieving children. Academic achievement is the students’
performance on cognitive test at a level commensurate with his/her abilities and according to standard set for the class.

Academic achievement is a measure of what has been learnt in the academic year. Academic achievement is determined by a student-teacher on a particular specified area of instruction. In the present study, academic achievement of the student is determined on the basis of the marks (total - theory and practical) obtained in the tenth class examination.

Relation between Academic achievement and School Environment many researchers lend support to a close link between school climate and academic achievement in abroad countries and in India. Model of the Conceptual Framework It can be said that when the school climate is unfavourable, its psychological sickness spills over to teachers and make them dissatisfied. This satisfaction would naturally affect their work behaviour. Teachers in their frustration then communicate to the students a mod of despair which can greatly affect their academic achievement.