CHAPTER : I

INTRODUCTION

Home or family is the oldest and the most important informal active agency of education. It is the foundation of all social organizations. In the words of Ballard "Family is the original social Institution from which all other institutions developed. It plays very important role in the Education of children.

Family environment seemingly has a significant bearing on pathogenesis in the family.

In spite of various changes that have taken place in the pattern of Indian life in the recent decades, the family is still the most important in the child's social network because the members of the family constitute the child's first environment and are the most significant people doing the early formative years. It is the family environment, which lays the foundation for patterns of adjustment attitude development and family personality and cognitive development. It is the family that provides feelings of security meets the physical & Psychological needs, guides & helps in times of problems & caters to all the winches and whims of children. Not only this, family is also a source of affection, acceptance & companionship.

Family climate affects children's cognitive & social development which intern inherence children's self confidence, self reliance, as-
sertiveness, personality characteristics, coping skills, academic motivation & success. (Pfeiffer & Aylward 1990) According to Moos & moos (1986) family environment consists of 10 components Viz. cohesion, expressiveness, conflict, independence, achievement of professional and practical education is also imparted to the child. It is for this reason that cooperation between the family and the school is considered an important as part of the child's education.

The family situation can be regarded as comprehending three factors: (1) Relation of parents to child,

(2) Order of the child's birth, and.

(3) Presence of brothers and sisters and other member in the family.

The important role played by the family in the formation of the child's personality can be clearly realized after these three aspects have been studied.

**Relation between child and his parents:**

Having affected a psychological analysis of the importance of the parent-child relationship the psychoanalysts have tried to show why the child is influenced to such a great extent by his parents and the relation in which he stand with them. According to Freud the parents are particularly present before the child as ideals. They are more powerful & strong & can perform all activities efficiently. The child effects identification with his father unconsciously. He wants to become as his father. It is often
seen that the young child dons the clothes of his-father and imitates his manner of walking and talking. The child behaves precisely as do his mother and father. Besides identification. The second element in this is that of imitation. The child learns much by imitation. There are many activities that the child learns to perform merely by observing and imitating the other members of the family. For the child, the parents are as examples and it will be very difficult to prevent children from indulging in activity in which the parents them selves indulge, Patricia when they do so in front of the child. This difficulty arises because he feels that what the parents are doing showed be done. In this both identification and imitation are included. The child also receives suggestions from his mother and father. The activities in which the mother & father indulge automatically suggest them selves to the child. In this way, the process of identification is not the only process that is activated in the relationship between the child and the parents but is supplemented by the process of imitation, suggestion and sympathy. According to Freud, the viewpoints of the male & female child towards their parents are not identical. Freud believes that the sex instinct is innately given in the individual and is present at birth. In this opinion, the child does not suck his mother's breast merely because he is hungry but also because it gives him pleasure. His mother is not exclusively the source of his nourishment but also the basis of his feelings of pleasure. Freud has further postulated the instinct for heterosexuality in children. Accordingly, the male child loves his mother more while the female child shows greater attachments to the male parent. The mother is the boys beloved. Hence, naturally the father becomes his opponent and sometimes he sees that he is deprived of his mother's love only because of
his father's presence. Often his mother loves him and goes to his father when the latter comes. Consequently, the boy regards his father as a rival. On the one hand, he respects the father because he is the ideal, on the other; the child also hates him in his capacity of opponent.

**Need for balance:**

In family excessive neglect and excessive love and affection are not to be desired in the relationship between the child and parents. Both are the origin of difficulties concerning the personality & all kinds of problems take root in the mind of the child. Similarly, it is harmful both to place absolute control on the child as well as to leave him to his own mechanisms almost entirely. If the child is given too much freedom he does not develop any respect for authority and cannot be governed. If he is placed under excessive control, his personality is not allowed to develop and he is obsessed with a sense of inferiority and sometimes even turns to crime. The truth of the matter is that if the child is to be disciplined & educated a bitter pill must be swallowed. It is very difficult to bring up a child. In this connection it is necessary that there be much balance and understanding. Then there can be no one universal rule that can apply to all children. Some children are amenable to greater control while other responds to a lighter degree of authority. On the other hand all children are not similarly influenced by authority just as all children do not react in the same manner to parental love or neglect. All that has been said before is true in a general way but it is also open to exceptions.
**Effect of the character of parents:**

The personality of the child is also appreciably influenced by the moral thoughts & conduct of the parents because usually the child looks upon his parents as ideals on which to mould his life. In order to inculcate morality in the children the parents should place an example before them in the form of their own exemplary behavior. There are very few children who can mould their behavior according to social values and conceptions even when they have seen their parents indulge in theft, sexual immorality, falsehood, deception & other forms of misconduct. In Miss Eliott's Study the parents in 67% broken homes & 44% unbroken homes were indulging in immoral behavior. If the mother indulges in prostitution her daughters have no inhibition against it & they would have no difficulty in imitating her and proceeding towards immorality & corruption.

**Effect of the Mutual Relation of Parents:**

The personality of the child is further open to another important influence viz. the mutual relation between husband & wife. If the husband misbehaves towards the wife then the child, particularly the male child, takes exception to it & this increases his hatred for the father. This can, under certain circumstances, lead to terrible consequences. Similarly if the wife misbehaves with husband, the female child in particular is likely to dislike it and hence she hates her mother. Constant conflict and quarreling between husband and wife leads to the creation of an atmosphere of insecurity in the home which is not at all conductive to the develop-
ment of the child's personality. If the relations between husband and wife are good the children have a good and encouraging ideal in front of themselves which they child imitate to good effect. They then try to be good themselves. It is only natural for the child to develop some personality detects if the relation between his parents is not good.

**Parental Discipline:**

The parental attitudes are very clearly shown in the ways the parents try to control their children. Becker after surveying a large amount of relevant research described the consequences of different types of parental discipline as follows:

Acceptance and thigh control: When the child is accepted & the parental high patrol is communicated to the child in a kindly & reasonable way, the child is likely to incorporate parental expectation in his own behaviour. He accepts the authority and adopts himself well in his school and community. The child behaves in a well orderly fashion In case too much conformity is demanded by the parents the child may suffer from lack of confidence in expressing strong feeling & asserting himself such a child can perform better in a structured rather than unstructured situation.

**Acceptance & Low control:** When the parents exert little dominance on the child but genuinely accept him and love him the child is likely to develop the qualities of confidence asertiveness and self-reliance. He may develop more initiative power. He will perform well in unstructured situations.
Rejection and High Control

When parents do not love the child & exercise complete domination the child becomes docile but feeling of hostility develops in him. He complies with his parents wishes out of fear. Since he cannot express hostility to his parents due to their over bearing attitude he often directs the hostility towards his own self. He thus develops a sense of guilt that eats away at self-confidence & lays the foundations of neurosis. Such a child when grown-up has away the suspicion of authority. He enters into a rebellious attitude towards it. This effects his socialization to a very great extent.

Rejection and Low Control

The children frustrated by rejection & not intimidated by control go easily on the path on rebellion. Such children have little motivations for compliance & their aggression fads no restrains. They, therefore, easily become delinquents. But such children in some spheres develop self-reliance & initiative & can perform better in unstructured rather than in structured situation.

The co-operation of the family in the education of the socialization of the child & the effect of different parental attitudes on their behaviours it is evident that the education of the child can never take place in a desirable manner till the co-operation of the family is forthcoming. A child spends only five or six hours out of twenty-four hours in the school. The rest of the time of the day he spends with his family. Therefore, a great
responsibility for his education lies upon home rather than upon any other agency. This is the reason why we say that the co-operation of the family is essential in educating a child.

**Society depends upon family:**

Proper social organization depends upon proper organization of families. If the families disintegrate in some society, then the society will never be safe. One major cause of social disorganization is family disorganization. Frailties develop the characters of the members of society. Freud and other psychologists have proved that a child when a man, exhibits the same character and mental tendencies which he acquired in the family. In the opinion of Adler, a man's role in the family determines his role in society.

**Family Socializes Individual:**

In this way, a person is socialized in the family. Defining family Merrill writes, "Family is an enduring association of parent and offspring whose primary functions are the socialization of the child and the satisfaction of the members" According to Dewey and Tufts the family is a social agency for the education and protection of the race. It is in the family that the child acquires such important qualities as sincerity, sympathy, self-submission and realizing responsibility etc. It is the character developed in the family which helps the child in becoming an important and responsible member society. Wright was a rite correct in stating that in
every family, the child gets an opportunity for free expression of thoughts and developing his entire personality. Psychologists have incontestably proved that the proper developments of the child are impossible without a good environment the family. The tendencies and habits which he acquires in the family, he finds impossible to shed later on. According to Freud the viewpoint of a child towards the senior in the family determines his attitude and viewpoint towards the elder's in society. The child's first school is his home and family. According to R.G. Collingwood the child's education should be in the hands of parents in the family. The parents should participate in all the, child's activities. A child learns much by imitating his superiors.

In every society some, values and ideals are regarded as high and signs of culture. Whichever person exhibits these in greater measure is respected in society, for example Indian society treats religious and spiritual qualities as supreme and a person who is possessed of them is appropriately respected everywhere. Besides, in India, pre-marital and extra-marital sexual relations are controlled as a necessary measure. The responsibility, of creating these values in the individual which are treated highly in society, lies with the family. It is true that the character of every person is different from any other by nature but the family environment also has a big hand in forming them. Most of the famous religious persons of the world like Gandhi were deeply influenced by someone religious person in their respective families. In the making of great man the mother have always had a major part to play. The differences in the ideals of people related to different cultures are born in their families.
Child's Development in the Family:

**Physical Development:** Family develops the child physically. Parents and other reamers of the family are always careful about the health and well-being of the child. Useful physical experiences, exercises and other activities are provided to the child. Regular physical exercises, habits of cleanliness and vigorous living is fostered in the child. Wholesome food containing all the ingredients of a balanced diet is provided to the child to achieve his maximum physical development.

**Mental Development:** Mental development of the child depends on the family. By mental development we mean the development of mental powers namely, thinking, feeling reasoning, discrimination, Ligament and memory. To develop these powers parents provide adequate opportunities and experiences to the child. In comparison with poor families we-to-do families are able to provide better opportunities and experiences for their children to receive better education.

**Emotional development:** The influence of family greatly affects the emotional development of the child. Home environment, Its upkeep sanitation and decoration all influence the emotional growth of the child. Amity and good fellow-feeling in the members of a family affect the emotional make up of the child and develop in him healthy and positive emotions namely sympathy, courage, affection and love etc, on the con-
trary disunity and maladjustment in a broken home or family develop in the child negative emotions namely, fear, anger and jealousy.

**Social Development**: Though it is the function of school to ensure the social development of the child, but family is also a miniature of society in which the child learns all the socially desirable values namely-sympathy, love, co-operation, tolerance, responsibility and justice by living democratically with all the other members of the family.

**Religious Development**: Family is the only institution where religious development of the child can be ensured. In a secular state like India, it is the duty of family to impart religious education to the child. In the religious environment of the family the child learns to follow the principles of a particular religion with the result that religious, moral and ethical values develop in him without any difficulty.

**Transmission of Culture**: Though it is the duty of school to preserve, transmit and develop the culture of the race but family, as an agency of education. Has much to do in this connection. As a matter of fact, each society has its own culture which is still practiced in families. In schools culture is taught whereas in families it is caught. Hindu culture alive in Hindu families and Muslim culture is fresh in Muslim families. The child of particular family imbibes the culture of his family consciously or unconsciously.
Development of language: The child learns his mother tongue in a natural way in his family. Schools only reform it and add to the vocabulary. It is observed that children belonging to educated and cultured families pronounce the words more correctly in comparison with those who come out from backward & illiterate families. Schools are able to reform very little in such cases.

Development of Interests and Habits: Good & bad habits and interests of a child spring up & develop in the family in which he lives. These good or bad habits & interests form the character of the child. If parents and other members of family are unmindful and indifferent towards the activities of their child, he develops bad habits and interests that plague him all through his life do great harm to his family member also. Parent should be ever vigilant to know the activities of their children. Otherwise their children and they themselves shall have to suffer in the long run. Parents, who are indifferent and careless about their children, find then getting more undisciplined, work shirkers, careless and mischievous in schools.

Development of morality and character: A family develops moral and ethical values in the child which lead to the formation of habits is and attitudes that build character, the backbone of life. Other institution can only help in connection. In is the family alone which originate and fosters these values through imitation. As he grows older, he learns the desired moral & social values through insight. In short, family is a
cradle where character of the child takes roots up to the age of six years.

**Development of Innate Tendencies:** Congenial and conducive environment of the family brings out and develops the innate tendencies of the child. In these tendencies do not have a natural outlet they turn into complexes and the child becomes maladjusted. The infoldment of innate tendencies begins in the family and is evident during early childhood. Parents and other members of the family showed provide all facilities to the child for his self assertion and proper development.

**Development of Individuality:** Though other institutions are also responsible to see that the child develops his individuality on proper limes yet this development starts in the family. The seeds begin to sprout out during early childhood in the environment of the family. The responsibility of parents is utmost here and they are ever vigilante and considerate in this respect.

**Provision of practical and vocational education:** Attitudes labour hard work and practical work develop in the family during early childhood. The child gets his first lesson of further vocation in the family from those who are engaged in the family vocation. He late becomes a sort of apprentice and in fat are may adopt the family vocation.

Although social class is variously defined in social science literature, virtually all social scientists recognize the existence of socio-economic strata in our society & acknowledge that different groups
possess unequal amounts of wealth, influence, prestige, and "life chances'. Such inequalities have consequences and ramifications that sociologists feel justified in interpreting as aspects of social class.

**Socio-economic Status :**

From the point of view of socialization, perhaps the most important aspect of social stratification is a group's "way of life" or subculture.

Perhaps the readiest means of identifying a person's social class membership is by his occupation. The upper-middle class consists primarily of families whose breadwinner are relatively affluent though not wealthy) Professionals & businessmen. In the lower class the breadwinner is generally an unskilled labourer who works irregularly. In these days, when unskilled, it also includes men (and their families) who, having no skill, may be chronically unemployed. The lower class also includes families, often without a male head, whose income derives largely from public assistance. Thus, not the least important fact about the lower class is that it is poor, but the differences between it & the upper-middle class are not simply income & what it buys. Social classes are ways of life & therefore socialization environments for the children born into them. At the same time as we have observed the lines between particular subcultures are not always clearly drawn. This is particularly true with regard to values. There has been some controversy in recent years as to whether all social classes in a society are oriented to the same or different values. Considerable light on this controversy has been cast by hymen Rodman whose analysis of several research studies leads him
to conclude that the lower class develops a "value stretch". As he puts it. The lower class value stretch refers to the wider range of values and the lower degree of commitment to these values to be found within the lower class".

Upper-middle-class subculture: The accomplishments of the upper-middle-class bread winner generally give him an income that enables his family to live at a high level of material comfort. The family residence is likely to be substantial, though not palatial, & it is well stocked with a wide range of more self-direction & self-reliance, less close supervision & with certain exceptions greater involvement with ideas than with things. The reverse is generally true for working class, occupation, although again there are exceptions. Middle-class people value both obedience & self-direction in their children but place greater emphasis on the later, working-class people, in contrast, place much greater emphasis on obedience are less concerned with self-direction. Middle-class parents are more concerned with the intent of a child's eats. Whereas working and lower-class parents are more concerned with ovary consequences of what children do. Middle-class parents are anxious that their children internalize standards; working class parents are anxious that their children learn to behave respectably."

Lower-class subculture: The term lower class has two principal meanings. Its more neutral meaning denotes those in a society who have the lest of the benefits a society distributes: income, influence, education, prestige, and the many additional benefits such as good housing, and secure & possibly satisfying employment that follows from these. The term has additional connotation particularly to many middle-
class people: It is used to relate unfavourably to the way of life followed by people so situated. Thus lower class implies ignorance; instability of employment & family life; "premature" initiation of heterosexual activity & subsequent promiscuity; low standards of personal grooming, housekeeping, & language usage-in short, a wide array of behaviour that is acceptable to middle-class people. These judgmental connotations make it difficult for middle-class people. These judgmental connotations make it difficult for middle class people to consider lower-class life with detachment & therefore raise some questions about continued use of the label.

Lower-class sub culture is not strongly oriented toward the future because lower-class people are intensively pre-occupied with problems of survival in the present. Albert K. Cohen & Harold M. Hodges, in their study of lower-class life on the San Francisco peninsula identify, four main aspects of the lower-class person's life situation:

The family into which the education is born places the child in a community & in society. This means that the newborn begins his social life by acquiring the status his family has, and he will retain this status certainly throughout the first few years of his life, very probably until he reaches adulthood, & only somewhat less probably as he moves through adulthood.

To be born into a particular family, then, is to acquire a status (or set of statuses) in the community & in the society. The child's family-
given status is an important determinant of the way other responds to him,

The family's status in the community affects not only the way others respond to the child & the kind of formal education he is likely to receive; it also mediates for the child the culture available in the larger society. Any family participates directly in a limited number of subcultures & networks (one based on social class position, one based by on ethnic-group membership, possibly by others based on kinship, occupations or interests). These are the versions of the larger society that are made most directly available to the child through example, teaching & taken-for-granted daily activity. At the same time, only family is likely to be aware of at least portions of other subcultures that may serve as subjects of emotion or derogatory comment. In these ways, the family into which the child is born presents him with selective versions of the larger society, with the result that the child may early become impressed with the importance of religious devotion, or baseball or school achievement or sex as a primary focus of attention, depending upon the emphasis of the subculture(s) in which his family participates. In sum, the family is not simply a passive transmitter of a subculture to its children but plays an active part in screening in & screening out elements of available subcultures.

Self concepts:

Self concepts are images people have of themselves their physical, psychological, social and emotional characteristics and their aspirations
and their achievements. All self concepts include physical and psychological self images. The physical self image is usually formed first and is related to the child's physical appearance its attractiveness and its sex appropriateness or inappropriateness and the importance of the different parts of the body to behaviour and to the prestige they give the child in the eyes of others (Hurlock 1978). Psychological images are based on thoughts, feelings and emotions. They consist of qualities and the abilities that affect adjustment to life, qualities such as courage, honesty, independence and self confidence, aspirations and abilities of various kinds. It I rather difficult for the children to coordinate physical and psychological self-images. As a result, they think of the selves as having dual personality makeup. As children grow older the physical and psychological self concept gradually fuse and they perceive themselves as unified individuals.

Earlier self concept could not get recognition in the American psychology. However, later on it was found that, much of the work of American psychologists was rotating around the concept of self. In general, self concept is defined as a person & answers to the question who Am I ? To this question everyone has many ways to complete the sentence, I am so and so. Taken together the answers given to the question is self concept. The elements of one's self concept relate to the specific beliefs by which one defies, Who Is He and these schemas are included I the self concept (Markus and Wurf, 1987). Schemas are mental templates by which we organize our worlds. Our self schemas perceiving our self as athletic, over weight, smart or whatever powerfully affect how we proc-
ess social information, they influence how we perceive, remember and evaluate both, other people and ourselves. If athletic is central part of our self concept, then we will tend to notice others bodies and skills. We will quickly recall sports related experiences and we will welcome information that consists with our self schemas (Kinlstrom and Cantor, 1984). Thus, the self schemas, that makeup our self concept surveys like a mental system which is helpful for recalling information.

When information is relevant to our self concept we process it quickly and remember it well (Symons and Johnson, 1997). He finds whether specific words such as outgoing describe us. we later remember those words better, than if asked whether describe someone else. It asks to compare ourselves with a character in a short story we remember that character better. Two days after conversation with someone our recall is best for what persons said about us (kahn and Johnso, 1992) Thus memories trim around our primary interests.

Ourselves of sense is at centre of one world because we tend to see ourselves as centre stage. We overestimate the extent to which others behaviour is aimed at. We often see ourselves as responsible for events in which we played only a small part (Feninstonine, 1984). When judging someone else's performance or behaviour, we often spontaneously compare it with out own (Dunning and Heys, 1996) and if while talking to one person we overhear our name spoken by another in the rule our auditory radar instantly shifts our attention. Our self concepts include not only our self schemas about who we currently are but also who insight become
out name spoken by another in the rule our auditory radar instantly shifts our attention. Our self concepts include not only our self schemas about who we currently are but also who insight become our possible selves. Hazel Markus and her colleagues (Ingleheart and others, 1989; Markus/and Nerices, 1956) note that. our possible selves include our visions of the self, we dream of becoming the rich self, in self, the passionately loved and loving self, they also include the self we fear becoming the unemployed self, the sick self, the academically failed. Such possible self motivates us with specific goals a vision of the life we long for.

Before going into details let us first understand the origin of self concepts. Self concepts are based on what children are believed to significant teacher in their lives think of them. For example; parents, teachers and peers, think about the children what their thoughts are responsible for thinking of the individual. They are mirror images, if the children believe these significant people think favourably of them the children also start thinking positively about themselves. Concepts of self are hierarchical in nature; the most basic the primary self concept is acquired first. It is founded on the experiences the child has in the home and in makeup of any individual concepts, each resulting from experiences with different members of the family group. The primary self concept includes both physical and psychological images. Though, the former usually developed earlier than the later. The first psychological self images are based on the children's contacts with siblings and comparisons of themselves with their siblings. Similar early concepts of their roles in life; their aspirations and their responsibilities to others are based on parental teachings
and pressures. As contacts outside the home increase children acquire other concepts of themselves, these makeup the secondary self concepts. They relate to how children see themselves through the eyes of others. The primary self concept frequently determines the selection of stimulations in which the secondary self concepts will be formed. Children who have developed self concept characterized by beliefs of their importance for example; will select playmates who regard them much as their parents do. The secondary self concept like the primary includes physical as well as psychological self images. Children think of their physical structure as people outside the home do and they evaluate their psychological self images formed at home by comparing them with what they believe teachers, peers and others think of them. The primary self concept is generally more favourable than the secondary when the discrepancy exist the children must close the gap between the two if they are to be happy and well adjusted.

It is necessary to understand the important elements in the pattern of development. These elements are added a predictable time and are similar for children though variation in sub societies affects them somewhat. The new meanings that are almost universally associated with self concept during the childhood year are generally modified by the latter experiences of teachers and parents. For example; by the age of three or four years children are aware of their sex and use such as hairstyle and clothing to distinguish members of the sexes. Awareness of differences is inherent, achievements and aptitudes develop after children enter school
and reach a peak during puberty. Gradually and emotionally weighing is added based on the awareness of attitudes toward male and female,

By identifying themselves with their parents and by parental training and pressures children learn the appropriate behaviour for their sex. Later they learn by identifying with adults or older children outside the home and with cultural stereo types in the mass-media. By the time children enter school these meanings are added to their self concept and emotional weighing based on social attitudes towards the roles of the two sexes becomes an important part of self concepts.

Differences in religious teachings and race differences also play important part in the development of self concept. In Indian context, not race differences but the caste differences play significant role in the development of self concept. By the time the children are four years old, they learn to distinguish religious differences as well as caste differences. They gradually learn the social attitudes towards members of their caste and religion and the prestige or lack of prestige associated with their caste or religious group. How children are treated by peers as well as the other members of the other groups contributes to the emotional weighing of their self concepts.

Children also learn to discriminate between the SES of their peer group members. They learn the differences in what people have and the way the people are labelled rich while others are labelled poor, they add these meaning to their self concept. Obviously, there are many factors
that influence the self concept of the individual. Social comparisons shape our identity as rich or poor; tall or short; intelligent or less intelligent and these backgrounds do influence the development of the self concept. Not only that, there are many other factors which are associated with the development of self concept.

Our daily experience influences our self concept, if the daily experiences result in success and happiness then gradually the positive self concept is formed. But if the daily experiences are resulting mostly in the failures then the negative self concept is reinforced. Low self esteem does sometimes cause problems, compared to those with low self esteem people with sense of self worth are happier, less neurotic, less troubled by ulcers and insomnia.

During the end of twentieth century, psychologists try to explore the role of culture in the development of self and it was found that, culture plays extremely important role in the development of self. Especially, those in industrialized western culture prefer individual identified as pretty much self contended. Adolescence is time of separating from parents becoming self reliant and defining one's personal independent self. Approved and placed in a foreign land one's identity as a unique individual with particular abilities, traits, values and dreams would remain intact. The psychology of western cultures assumes that, your life will be enhanced by defining your possible selves and believing I your power of personal control. Don't conform to others expectations rather be true to your self. Do your own thing, western literature celebrates the self reli-
able individual more than the person who fulfil others expectations. Cultures natives to Asia, Africa and Central and South America place a greater value on collectivism, they nurture the interdependence self (Kitayama & Markus, 1995). Identity is defined to more individuals to others with the interdependent self one has a greater sense of belonging uprooted and cut from family colleagues and loyal friends. One would loose the social connections that define who one is, one has not one self but many selves. Self with parents, self at work, self with friends etc (Cross and others, 1992) The self is embedded in and partially defined by social membership. Thus, the goal of social life is not so much to enhance one's individual self and to harmonize with support one's communities. Conversation is less direct and more polite (Haltgrawes, 1997). Self esteem correlates closely with, "what other think of me and my group". For those individualistic cultures and especially for minorities who have learnt to other prejudices these outside appraisals of one and one's group matter some what less (Corcker, 1994;Kwan et al. 1997). Self esteem is more personal and less relational.

In collectivists culture books and moves therefore, those who despite temptations to self indulgence member who they are, and do their social duty. For example; when some art of Japan was struck by earthquake western reports were struck by the absence of looting and orderly way in which people lined up for relief supplies. Collectivism flourishes where people face, share threats such as famine, where families are large and where life requires cooperation. For collectivist, social network provide & one's bearing and help defining who one is Extended families are
close knit. From many such examples it is clear that, the type of culture definitely influences the development of self concept.

Some philosophies also influenced the development of self concept. for example; "know thyself" is the principle of the great religion. People try to learn who they are and leading form believes about themselves. There is one thing and only one in the whole universe which we know more about than we could learn about external observation that one thing is ourselves. We have so to speak inside information, we are our inside information is wrong. This is the unfavourable conclusions of some facilitating research.

FORMATION OF SOCIAL CONCEPTS

Social concepts or concepts relating to people and social situations usually develop slightly later than social concepts. The baby and young child are egocentric and their interests centre ore on themselves than on others. The young child has limited social horizons and so has few opportunities to develop social concepts. By the time babies are a month old they can differentiate the human voice from other sounds. After two months they show those who are familiar and those who are strangers. Around eight months of age baby responds to the emotional behaviour of others that signifies that it understand & facial expression (Odom & Lemond, 1972). Young children indulge in developing social concepts not only an understanding of the feelings and emotions of others as expressed in their overt behaviour but also as understanding the underlying
meaning of these emotions and feelings. Thus, the young Childs social perceptions are colored by past experiences by social pressures, by what they observe and by what they have heard others say, older children size up both adults and their contemporized fairly accurately and develop specific concepts of them in terms of socially approved behaviour. Even within the family children develop specific concepts of the approved social role for the mother, the father, the child and the other family members.

SELF ITS MEANING:

Like many other psychological construct the term self also carries different meanings. There are numerous examples where self is spoken of in the singular. The self concept, a person's identity, one's self picture and so on are all common expressions. In the writings Mead (1925) and Rogers (1959) the self is viewed as single entity, concept, Gestalt or collage of perceptions, In contrasts to this position is one suggesting that, the self be viewed as multiple I character. Theorists such as Allport (1955) and Erikson (1959) pointed out that, the person does recognize the continuing identity overtime. Multiplicity of meaning of term has been emphasized by Baldwin (1897), James (1961), & Sullivan (1953) also. There are several views about self concept expressed by the researchers. Some of them are given below.

"Self is the sum total of conscious processes which run their course under conditions laid down by bodily tendencies" (Titchnear.1896).
According to William James the self or me is, "an empirical aggregates of things objectively known. The (ego or) I which knows them…… is a thought at each moment different from that of the last movement….."(William James, 1961).

Allport went to the extreme of suggesting eight different meanings of self. there by suggesting multiplicity of meaning attach to the term. The eight of the self suggested by All port are bodily sense, self identity, ego enhancement, ego extension, rational process, self image, propriate striving and knower (See All port, 1943; 1961). In associationistic psychology the self was some how compounded of ideas, each separates, each ignorance of males, but sticking together and calling each other according to certain laws (Miler, 1967).

Recently the uses of the term self has been classified roughly into those which refer self as agent and those which refer to self as the object of the persons own knowledge and evaluation (English and English 1958).

Horney described the self as dealing with the forces of resistance in therapy (Horney 1942 p. 269)

There are many elements of experience which the self cannot face…..(Rogers, 1951, p, 40)
Under the second category of self concept Falls, Snygg and Comb's (1949) phenomenal self which includes all those parts of the phenomenal fields which the individual experiences as part or characteristic of himself. Jung's conscious ideal personality and Adler's self ideal which becomes available to consciousness after psychotherapy are some of the instances. Manureo self image (Manuroe, 1955); Rogers self concept (1957) and McClelland symbolized the portion of the schema (McClelland, 1951) are further instances of self concept category.

The dichotomy of self as doer and self as known to oneself proves to be an inadequate basis for classifying the self constructs because many authors attributes behaviour influencing characteristics to the self concept or to the ideal self concept. Secondly, some authors postulates process with seem to involve self in both in doer and conceived sense but which go beyond both senses are not clearly related to either. Lastly, its categories cannot be meaningfully related to such concepts are motivation, learning, perception, traits or attitudes which have been found helpful in general behaviour theory and personality theory (Wiley, 968). In the recent decades, what a person can call, he has been spelled out in more specific and definite terms, It has been referred to as, "his attitude towards self" (Lowe, 1961); as an, "Organized configuration of perceptions of self" (person, 1965); and as those perceptions, "feelings attitudes and values which the individual views as part or characteristic of himself" (Perkins, 1958). Kinch (1968) refers to concept of self as the organization of qualities the individual attributes to himself. While Brownfani (1965) thinks it as system of meaning, he has about himself and his relation to
the world about him". Allport the self is something of which we are immediately aware, we think of it a warn, central private region of our life. As such it plays a crucial part in our consciousness (a concept broader than self), in our personality (a concept broader than consciousness), and in our organism (a constant broader than personality). Thus, it is same of core in our being. The self it as finally evolves in made up of all that goes into a person's experiences of his individual existence, It is a person's inner world, it is a composite of a person's thoughts and feelings; strivings and hopes; fears and fantasies; his views of what is he? What he ha been? what he might become? And his attitudes pretending his worth (Jer-shield 1965).

Thus one cane that several meaning have been attributed to the concept of self. However in the present study the self concept of the individual is represented by the total score obtained by him/her on a self concept used for measuring the different types of self concepts.

KINDS OF SELF CONCEPT :

William James in principle of psychology for the first time suggested that, a person has many selves; for example, commenting on real self, ideal self and social self. He said "real self is what a person really believes he is; ideal self is person he aspires to be; and social self is what he believes others thing of him and how they perceive him" (James, 1890). Latter studies revealed that, the self concept does indeed take different forms (See Hurlock, 1976). The first classification of self concept
had four categories namely; the basic, the transitory, the social and the ideal. The basic self concept is the person's concept of what he really is. It tends to be realistic, it corresponds to the James real self.

James first suggested transitory self concept, when referred to the self, he hopes he knows is and the self he fears, he now is (James 1890). A person has a self concept which he holds for a time and then he relinquishes. Transitory self concept may be favourable/unfavourable depending largely on the situation in which the person finds himself momentarily. The social self concept is usually referred to as a mirror image. It is derived from social interactions. Different social self concepts are built up by different persons. The social self concept depends on social groups such as home, peer or community. It is based on the way the individual believes others perceive him depending on their speech and action. The social self concept is usually referred to as a mirror image. It is derived from social interactions. Different social self concepts are built up by different persons. The social self concept depends on social groups such as home, peer or community. It is based on the way the individual believes others perceive him depending on their speech and action.

The ideal self refers to what a person would like to be, as constructed with his perception of what he accurately is. It is made up of perceptions of what a person aspires to be and what he believes he ought to be. Almost everyone has an ideal self concept, in addition to this basic and transitory self concept. Apart from these four major categories attempts were made to measure other types of self concept. Apart from
these four major categories attempts were made to measure other types of self concepts such as physical self concept. Psychological self concept and moral self concept etc. Sarbin, (1962) used self and ego synonymously and enlisted about a dozen variants of self. Some of these are: the physical self, the material self, the interjecting self, the pure ego, the transcendental self, the pure ego, ethical self, and so on. Several self concepts scales were devised and standardized to measure different kinds of self concepts also attempts were made to measure different self concept clusters. The different self concept apparently seen to be separate and distinct but the fact is that, they are fused an interrelated strongly. Each self concept influences the others and is in term influenced by them.

**CONITIONS SHAPING THE SELF CONCEPT:**

It was already mentioned that, self concept is developed gradually and it is influenced by several factors. There are several studies which revealed that, gradually the environmental factors are responsible for developing the self concept. Cooper Smith (1967) interviewed eighty-five 10 to 12 years old children and their mothers; tested their self esteem and concluded that, "their loved and approved of people important to them); competence (in performing tasks, they consider important); virtue (attainment of moral and ethical standards); and power (the extent to which they influence their own and other lives). While people may draw favourable pictures of themselves if they rate high on some of these measures and low on others, the higher rate on all four, they higher they will rate themselves. A Childs self evaluations are influenced dominantly by the
"significant others" in his social world. However, the child is not affected equally by all the people with whom, he comes in contact (Sullivan, 1953). Since the mother is normally the principle caretaker of the infant and both parents serve as the primary agent of socialization during a child's early life, it is not surprising that, the parents serve as the primary agents of socialization during a child's early life. The parents provide the standard with which their own activities are compared (Emmerich, Goldan and Shoer, 1971). The child training method used in the family plays an important role in shaping the child's developing concept of self. Several studies have shown that, early parental warmth is associated with high self-concepts in later life (See Cooper Smith, 1967; Sears, 1970). The expectations or the aspirations parents have for the child play an important role in development of self concept. By the time a child enters school many parents have high expectations about the qualities of a school work and the amount of the responsibilities, he will assume in the home. When he fails to meet these expectations parents often criticize, nag and punish. This might result in developing negative self concept.

Ordinal position in the family assigns various roles; even there are differences in the child training methods used by the parents with different children and these differences do influence on development of self concept.
Young children are rarely aware of minority group identification, but when their peers are neglect or reject them such awareness is developed which results in developing either negative self concept. Because parents, sibling and relatives constitute the child social world for the most part. Young tend to show a preference for playmates of playmates of their own race, or their own race, or caste and to neglect thought not discriminate against those of other racial or caste group. Probably, because of such facts Glassner (1961) went the extent to saying that, the child's of himself as a person is, "formed within the wombs of family relationships". The most influential factors in shaping one self concept is the socioeconomic status of the individual. Developmental psychologists and child development specialists have become increasingly concern with more precise understanding of the wide-spread and long standing observation that children growing up under adverse socioeconomic circumstances tends to show some impairment of psychological development. Families in the lowest socioeconomic levels in most countries are on fronted with such adverse environmental circumstances as poor situation and health care, large family size, inadequate food availability, heightened incidence of disease, parental and post-natal malnutrition etc, that may directly influence children's psychological development as well as their physical growth (Brich & Gussow, 1970). Such disadvantaged conditions do influence the development of self concept.

Intelligence or intellectual capacities also have their impact on the development of self concept. Those who are more intelligent they perceived themselves. From different point of view. Perceptions of both
these individuals have the social reference because people in the society evaluate these individuals on the basis of the social norms. How well the individual leaves up to the social expectations has a marked effect in on his self concept. Wiley reviewed several studies showing strong relationships between adjustment and self concept (Wiley 1968). Intelligence provides to the person with the capacity to lead and solve the problems that adjustments to life requires. As the intellectual capacity is develop the person constantly alters hi aware of the world and his perception of people of situations and of himself. This is a direct of intellectual capacities. Indirectly intellectual capacities influence the judgments other people make of the person, their judgments affect his self judgment because they determine what role the social group will permit him to play and how it will treat him. Thus adjustments are influenced both directly and indirectly by the levels of the individual's intellectual capacities and so also the self concept.

All people follow much the same pattern of intellectual development, the rate of development and decline varies sharply. There are individual differences and even in the same person physical and mental trait develops at different rates, reach nurturing at different ages and then start to decline at different ages and at different rates (Bayley, 1968), Irregularities in rate of growth both physically and mentally are not uncommon when irregularities are pronounced. For example; when the intellectual development is far ahead of physical development the many adjustment problems that the person must faced will have a profound effect on his self concept. How a person uses his inherited intellectual capacities de-
terms the quality of his adjustment and the quality of his adjustment affect him self concept (Bayley, 1968)

Regarding the self concept some information has been already mentioned. However, the concept of self is too treated also from a different point of view. Hence, the other approaches of the self needs to be focused.

COMPONENTS OF THE SELF CONCEPT:

In brief we have already discussed about the component of the self concept. However, these need to be explained in detailed. Self concept is our own personal view of ourselves, this mental self portrait has three dimension; 1) knowledge of one self 2) expect action for one self and 3) evaluation of one self.

The first dimension of the self concept is what we know about ourselves. We carry around in our heads, a list of traits that describe us for example; our age, sex, nationality, ethnic background, profession and so forth. Thus, a person self concept may be based on the following fundamentals such as 25 year old male citizen of US. Mexican. American etc. these basic facts, it should be noted place us in social groups such as age group, ethnic group and professional group. We also identify with other social groups that add to our list of self labels: liberal democratic. Roman Catholic, upper middle class, member of future engineers etc. however, such labels can be switched at any time. The future engineers need only
change into a pair of ourselves and had for a commune but as long as we identify with group that group gives us another bit of information that we work into our mental self portrait. Thus, important dimension of the self concept is that, this information is rather shifty and subjective. Each information that seems totally fixed may be either highlighted or played down in ourselves self concept.

EXPECTATIONS:

We have a self of notions as to what we are, at the time, we have another set of notions as to what we could be (Rogers. 1959). In short we have expectations for ourselves. These expectations constitute the ideal self. It is separate from the self concept. However, the expectations that constitute the ideal self are also essential component of the self concept. The ideal concept differs considerably from individual to individual. Ideals of one person may be to become a glorified footballer while the ideal of another person may be to become drama artists. Whatever our expectations or goals, they constitute the power that propels us into the future and guides our actions as we go. Some have ideals but are not motivated to fulfill the ideals through hard work. Thus, there is always a discrepancy between the true self and ideal self.

The third dimension of the self concept is our evolution of ourselves. We stand in judgment over ourselves everyday, measuring what we are against personality i) the eye could be, our expectations from our selves: ii) the eye should be. our standards of ourselves; iii) the resulting
measuring is called our self esteem - basically how much we like ourselves. The greater the discrepancy between our picture of what we are and our picture of what we should and/or could be the lower our self esteem would be. Thus, the person who is living up to her standards and expectations for herself who likes who she is. what she is doing, where she is going and the race at which she is getting there - will have high esteem.

It is interesting to note that, self concept could be classified as negative self concept as well as positive self concept. Our view of ourselves probably false somewhere between these two extremes, when we try to observe good qualities among us, we forget that we are having ample of bad qualities also. However, we try to neglect the bad qualities and often fight for exposing good qualities also. In fact, both negative and positive self concepts have importance in our life. The difficulty is the person knows very little about his negative self concept.

There appear to be two characteristics types of negative self concept, in one the person's view of himself is markedly disorganized; he has no sense of a stable and integrated self. This condition which may be taken as a sign of maladjustments in adults is a common and normal condition among adolescents who self concept often becomes temporarily disorganized in making the transition from the role of child to the role of adult (Erikson. 1968). The second type of negative self concept is almost the exact opposite of the first type. Here the sell concept is too stable and too organized - in other words rigid. Possibility as the result of love less
excessively strict upbringing the individual creates a self image that al-

ows for no deviation from a set of iron laws that in his mind constitute

respectability. In both types of negative self concept new information

about the self is bound to cause anxiety - that is a sense threat to the self.

For in neither case is the self concept diversified enough to assimilate a

variety of information about the self. The human mind experiences a ra-

ther spectators and vivid assortment of impulses, memories and percep-

tions. All of which reflect on the self. Thus, in order for us to understand

and except ourselves, our self concept has to be equipped with a fairly

wide spectrum of personality pigeon holes in which we can store a variety

of different facts about ourselves. In another words, the self concept

ideally must be both organized and broad. The person with a disorganized

or narrow self concept simply has to menial categories to which he can

relate constructing information about himself (Sullivan, 1953). Hence ei-

ther he shifts his self concept continually or the process his iron clad self

concept by distorting or denying the new-information. As for self evalu-

ation a negative self concept by definition involves a negative judgment of

the self whether the person is, it is never good enough whatever he

achieves since paltry compare to what others achieve. Further more be-

cause he is repeatly face with new information about himself which he

cannot properly assimilate and which could undermine his self concept all

together. He is a typically the victim of constant anxiety. This anxiety on-

ly serves to do forth damage to his self esteem. The person with negative

self concept expect to either too little or too much. In both these there is

probably a self fulfilling properly at work, believing that be cannot

achieve anything of value the individual arranges his expectations in such
a way that in fact he doesn't achieve anything of value. In both instances, there is probably a self fulfilling proficiency at work. Reliving that he cannot advice anything of value the individual arranges his expectations in such a way that, in fact he does not achieve anything of value. This failure in terms damages his already feeble self esteem.

Regarding the positive self concept not everything is bright. If you place a high value on virtue of humanity then you might assume that a truly positive self concept is a rather dangerous quality. After all is a person feels that, everything about himself is perfect then he is likely to misunderstand to himself. It is because the basis of the positive self concept is not so much administration of the self as it is acceptance of the self and this quality is more likely to lead to humanity and generosity than to an arrogance and self is less. What makes this self acceptance possible is the fact that, the person with a positive self has an extreme through knowledge of himself. The positive self concept is both stable and diversified. It contains a large number of different personality pigeon holes in which the person can store information about him. Self-negative information as well as positive. Thus, the person with a positive self concept can understand and accept a great deal of disparate information about himself/herself. Since, the positive self concept is large enough to accommodate the entire range of the persons mental experience is evolution of himself is positive. One is able to accept himself for what he is? As for expectations the person with a positive self concept sets goals that are appropriate and realistic. There is substantial likelihood of his achieving them at the same time, they are worthy enough so that achieving them
will be just cause for self precise. However, even more important than realistic expectations of achievement is the individuals general expectation with regard to life. It is perhaps in this area more than any other that a positive self concept constitutes an invaluable asset. Unlike, the person whose positive self concept is walled up in forth stress of defenses the person with a positive self concept can come forth and shake hands with life. Life to him is a process of discovery.

**THE DEVELOPMENT OF THE SELF CONCEPT:**

At birth you had no self concept no knowledge of yourself, no expectations of yourself and non evaluation of yourself. Indeed, you had no awareness of yourself as separate from your environment. You did not know whether you were holding onto on your foot or your toy and you didn't care. If you saw your hand move, didn't know, it was yours. To be serve you experienced physical sensations - warmth, cold, pleasure, pain. But you had no idea that these sensations resulted from the interactions of two independent factors you and your environment and of course, you have good reason to he ignorant of your independent status. Since, you were completely dependences on other for the fulfillment of your needs. However, this state of fusion with the environment didn't last for long. Day by day you began to differentiate between the "me" and "not me". You discovered that, it was your thumb that you were sucking as your sense of self consolidated, you began to form an idea of the relationship between the "me" and "not me". The most important you learnt that, the not me world indicated people - creatures who deed things for you and
responded to things you did. Thus, every early in your life, you learn to play great importance in human beings since they could fulfill your most urgent needs. On this foundation - the discovery of your physical self as separate from the environment and the discovery of the importance of other people - you began to construct your self concept. If you were treated with warmth and affection your conceptual anchor probably consisted of positive feelings toward yourself. If you experience coldness and rejection, then the foundation from your future, self rejection was laid. By understanding what your parents and others said to you and about you, your gained more information about yourself. You began to see relationships among and consequently to make generalizations. At this point, your picture of yourself was still and extremely rough sketch, this rough sketch determine the basis for your vague self concept which is responsible for the future self concept. What happens is this: the child will tend to take most seriously and to incorporate to his self concept information that is consistent with the beliefs, he has already establish about himself.

**SOURCES OF INFORMATION OF SELF CONCEPT:**

In fact, in human development these sources of information gave greater importance because they deal with the developmental processes. The information, expectations and judgments that make up our self concept, we get from the different sources. To some degree we learn simply from ourselves. For example, our bodies teach us that we are separate from the world. They also teach us our relations to the world. The major source of information for the self concept is our interaction with other
people. In other words, the self concept is a social creation, the product of our relationship with others.

**PARENTS:**

Our parents are the earliest social constructs that we have and the most powerful. The infant depends on his parents for his food, shelter and comfort - indeed for its survival. Consequently, the importance that the parents assume in the child's eyes cannot be overestimated. Our parents provide us with constant flow of information about ourselves. Furthermore, there instrumental in establishing our expectations; a child whose parents believe that he will be likely to get through high school, he is unlikely to go to college. Finally and most important our parent teach us how to evaluate ourselves. They provide us with the standards against with we measure ourselves. Researchers have found that, even in adult life people still tend to evaluate themselves as they feel their parents evaluate them.

**PEERS:**

A Childs peer groups is second only to his parents in influencing the self concept, for a while, it is enough to have love of one's parent but eventually the child needs approval of the other children on his block or in his classroom and if his approval is not forthcoming - if the child is teased, or simply left out - the self concept will suffer. Beyond the matter of approval or disapproval the role that child out in his peer groups is
likely to have a profound impact on his view of himself. There is no ques-
tion that, the child's self concept determines to some degree whether he 
becomes the group leader, the group mischief-maker or the goody-goody. 
But by enacting his role, he reinforces his vision of himself, as a leader, 
mischief-maker or goody-goody and this role along with the self judg-
ment that it entails to enhance into his adult social relationship.

THE SOCIETY:

Young children place little value on the accident of their birth. That 
the fact, they are black/white, or they are Italian/American, but their so-
ciety does place value on such facts and this value is eventually commu-
nicated to the child and incorporated into the child. It seems clear that, for 
many years, these values were cherished by the society. For example: 
several studies indicated that, black was anything but beautiful to the 
black children only. They felt inferior and it is almost certain that, their 
expectations and accumulations were stunted as a result, However, the 
studies suggested that, black children are no longer in variably burden 
with low self esteem. This change is, however is due not the children but 
the society. Like, our parents and our peers, our society tell us how to de-
fine ourselves and we listen.

Learning process is the most important process in The development of 
individual. Our self concept is the product of learning, this leaning goes 
on everyday usually without our being aware of it. Commonly, learning 
may be defined as a relatively permanent psychological change that oc-
curs in us as a consequence of experience (Hillard and Bower. 1966).
Though the experience of falling in the bath tube and getting his nose full of water a child will learn to fear the water; the same principle operates in the learning of self concept. Suppose there is a child who is different in appearance from the other children becomes a matter of fun if the difference is towards the negative end. As a result, he becomes a matter of fun for others. The child realizes this and learns that positive changes must be brought in it wants to get rid of the fun of the children. In the learning of self concept, there are three important factors which need special attention. These three factors are association, consequences and motivation.

During the seventeenth century. John Locke who was an English philosopher first pointed out that, we tend to think via associations that is learn connection between difficult things. If a person has experienced x and y Together in the past then the thought of the experience of x on latter occasions will call up the though of y. the behaviorists had pointed out when the object is thought of then the qualities are associated with it. In other words, we try to associate thing and valuing via associations is the basic to the formation of the self concept. We may learn to like or dislike our own bodies depending on whether they need the cultural standard. However, the most important association we ever make in terms of the future self concept takes place long before we are ever aware of such cultural stereotypes. In childhood in the process of the development of the self concept, the infant learns to values his parents with serve the special features of his environment. It occurs because the child comes to associate his parents with the physical gratifications that they give him especially food and physical contact, This instinctively positive response to
these gratifications of his bodily needs broadens to include his parents. From this example; it is clear that, learning through association is a basic cause of our condition as social interaction is largely responsible for teaching us our self concept.

For most of us, the consequences of associations are very much important. We take the actions that we take because in the past these actions have been rewarded and we avoid the actions that we avoid the actions have been punished. This is again learning by association. We associate the action with its consequence what got it gets. Learning via consequences is largely responsible for creating our standards for ourselves and consequently our self evaluations- When a child comes home with an excellent report card the parents love him. praise him and give him some reward. As a result, of being rewarded the child learns to value academic achievement. In the future, he is likely to praise himself for academic failure. When the child makes error or mistakes then he is scolded. It hurts his self concept and he tries to avoid mistakes and grow up to be a perfectionists. In short our self ideal and as a result, our self esteem are to a large beginning the outcome of learning through consequences.

Learning involves motivation which is the state of arousal that we experience- when working toward a goal. The more value we attach to a reward, the more likely we are to engage in whatever action will produce that reward. In early childhood when we are highly motivated to win our parents approval, we learn to do the things that they approve of. For example: we cleanup our rooms, don't through food at one sisters and broth-
ers often use the terms please and thank you. In adolescents in other hands, we are more motivated to win our peers approval and so we learn to do the things that they approve of such as speaking in the local, teen age Gergaon, wearing what the gang wears and acting extremely unruf-fled and confident, in other words, what we learn depends to a large de-
gree on what he is motivating us. Psychologists have suggested that, cer-
tain types of motivations are particular powerful in the learning of the self concept. One is simple curiosity children spend many hours a day seeking out information about themselves and about their world. They explore everything within a reach and the information they received as a result has a profound effect. The other motivates that are thought to be extreme-
ly instrumental in the learning of the self concept are the desire to achieve and the desire for self esteem. Thus, rewards and punishments related to these motivates will be carefully incorporated into the self concept.

Learning is not a simple process. There are several problems in the learning. These problems in learning mean problems in the self concept, a number of things that go wrong in the process were recognized by the re-
searchers. Our environment and especially the people who inhibit it give us feedback about ourselves and this feedback is eventually is not always complete and the insufficient feedback might create serious problems. It has been argued that, one of the reasons women have lower expectations from themselves than men is that teachers give much more attention and feedback to boys them to girls. Consequently, boys are more motivated to achieve and they are better instructed in how to do so. The quality of feedback thus, appears to be an important factor in the growth of self concept. However, the quality of the feedback is also crucial. For one
thing feedback should be consistent. This could be made clear by an example if a child makes an error frequently then the error should be pointed out the error then the child may not learn the correct responses. In other words, sometimes the error is pointed out and sometimes not might creates more problems.

There is another type of distinctive feedback which is called as the tabooed experience. Here, the parents through their disapproval impress upon the child that some part of his experience is completely unacceptable. In response to this the child tries to maintain his parents love and try to avoid the activities disliked by the parents. Such behavioral incidences definitely influence the self concept of the individual.

Though not directly but indirectly cognitive consistency and cognitive dissonance influence the development of self concept. Leon, Festinger (1967) proposed this theory of cognitive consistency and cognitive dissonance. According to Festinger one of the most powerful motives in human life was the draw for cognitive consistency. That is the experience of having our beliefs fit comfortably with one another and of having reality fit comfortably with our beliefs. When two cognitions - beliefs or perceptions - conflict with one another, the individual experiences the opposite of cognitive consistency. This is a state of mental discomfort called cognitive dissonance and he will immediately attempt the resolve the dissonance by twisting one cognition to conform with the other. Thus according to Festinger the individual will automatically resort to distortion in order to resist a challenge to what he already believes. According to
many psychologists this principle is one of the central keys to the development of the self concept. It was already noted that, a child's conceptual anchor even if it is negative will operate as the standard by which he sorts out feedback concerning himself. Likewise, adults tend to perceive reality in ways that, comfort with their self concept. Results of the experiment show that the Ss who had served on the high self esteem test tended to attributes their success to internal factors whereas the low esteem Ss tended to explain their failures as failures of ability and their successes as the result of chance. It appears that, people with positive self concept crave the acceptance and approval the others but when they get it they districts it because it contradicts their expectations. In other words, it creates cognitive dissonance face with the dilemma choose to cling to what they are sure of and discard the positive feedback as insincere or mistaken. This self defeating line of reasoning is illustrated by Rogers (1951) "when people tell me, they think I am intelligent, I just don't believe it. I just - I guess I don't want to believe it. I don't why. I don't want to believe it - I just don't want to. It should give me confidence but it doesn't. I think, they just really don't know".

ADJUSTMENT:

In our daily life there has been a continuous struggle between the needs of the individual and the external forces, since time immemorial. According to Darwin’s theory of evolution those species which adapted successfully to the demands of living survived and multiplied while who
did not died. Therefore adaptation or changing of if one self or one’s sur-
roundings according to the demands of external environment became the
basic need for our survival. It is as true today with all of us as it was with
Darwin’s primitive species.

Adjustment generally refers to the modification to compensate for
to meet special conditions. In the dictionary the term adjustment means to
fit, make suitable, adapt, arrange, modify, harmonize or make correspon-
dence. Whenever we make an adjustment between two things adapt or
modify one of both or both to correspond to each other. For example
wearing of clothes according to the requirement of the seasons is an ex-
ample of adjustment. We modify ourself according to seasons because we
cannot modify the seasons. Before understanding the adjustment as a
process it is necessary to examine some of the definitions of adjustment
given by the researchers.

Adjustment is the establishment of a satisfactory relationship as
representing harmony, conformance, adaptation or the like (Webster,
1951).

Adjustment is the process by which a living organism maintains a
balance between its needs and the circumstances that influence the satis-
faction of these needs (Shaffer, 1961).
Adjustment is a continuous process in which a person varies his behaviour to produce a more harmonious relationship between himself and his environment (Gates and Jersild, 1948).

From these definitions it is clear that in every definition the needs are incorporated. One has to change one’s mode of behaviour to suit the changed situation so that a satisfactory and harmonious relationship can be maintained keeping in view the individual and his needs on the one hand and environment and its influence on the individual on the other hand. Even Shaffer’s definition underlines one’s need and their satisfaction. Shaffer tries to maintain a balance between his needs and his capacities of releasing these needs and as long as this balance is maintained he remains adjusted. As soon as this balance is disturbed he drifts towards maladjustment. Gates and Jersild (1948) mentioned that adjustment is a harmonious relationship between and individual and his environment. In view of all these facts it could be stated that adjustment is a condition or state in which the individual behaviour conforms to the demands of the culture or society to which he belongs and he feels that his own needs have been or will be fulfilled. In this concern Arkoff (1968) had given an extensive definition of adjustment. According to Arkoff adjustment is the interaction between a person and his environment. How one adjusts in a particular situation depends upon one’s characteristics as also the circumstances of the situation. In other words, both personal and environmental factors work side by side in adjustment. An individual is adjusted if he is adjusted to himself and to his environment.
Examination of various definitions of adjustment reveals that adjustment can be interrelated as both process and the outcome of that process in the form of some attainment or achievement. When a poor child studies under the street light because he has no lighting arrangement at home he is said to be in the process of adjustment what he attain in terms of success in his examination or the fulfillment of his ambition or pride in his achievement is nothing but the results of his adjustment to his self and his environment. In other words when adjustment is perceived as an achievement it means how the effectiveness with which an individual can function in changed circumstances and is, at such, related to his adequacy and regarded as an achievement that is accomplished as badly or well (Lazarus, 1976).

In some of the definitions of adjustment it was stated that the process of adjustment is continuous. If one thinks in the right direction the one observes that the process of adjustment starts at one’s birth and goes on without stop till one’s death. In other words adjustment is something that is constantly achieved and re-achieved by us. Apparently, it appears that adjustment is a one way process but in reality it is not. It is a two way process and it involves not only the process of fitting oneself in to available circumstances but also the process of changing circumstances to fit one’s needs. Related to this White (1956) commented excellently. White writes that the concept of adjustment implies a constant interaction between the person and his environment, each making demands on the other. Sometimes adjustment is accomplished when the person yields and
accepts conditions which are beyond his power to change. Sometimes it is achieved when the environment yields to the persons activities. In most cases adjustment is a compromise between these two extremes and mal adjustment is a failure to achieve a satisfactory compromise.

Researchers have made several attempts to measure the relationship between adjustment and other factors. For example the relationship between adequacy and social adjustment and adequacy of personal adjustment, has been investigated in a large number of studies. In Moreno’s study it was observed that how choice status or high rejection status is evidence that the adjustment of the subject is not good. A large number of studies search the relationship between the socio metric status of the individuals and adjustment. In these studies it was observed that the subjects low in social status make more unfavorable responses than the subjects high in social status (Baron, 1951).

In addition to the personal adjustment a number of other personality characteristics have been investigated as correlates of socio metric status. In present study anxiety was one of the factors of which effect on the adjustment was examined while considering the personality variables the researchers found that high anxiety affect the adjustment.

To get adjusted in life on has to be versatile individual for a simple reason that every individual has to face varied social situations which re-
quire different skills for satisfactory adjustment. Psychologists have pointed out and mentioned the characteristics of well adjusted person which denotes that these skills need to be developed and one has to learn to keep controls on the emotions. At the first place an individual must be aware of his own strengths and limitations. He must respect himself and others also. It is necessary that he should have an adequate level of aspiration, if the aspiration is very high which can not be achieved even by hard work then the adjustment is likely to be hampered.

To be adjusted satisfactorily it is necessary that the basic needs of the individual must be satisfied. Often it is seen that people develop critical or fault finding attitude, in fact one should learn to appreciate the goodness in objects, persons or activity. As far as possible the observation should be scientific and objective not critical or punitive. There should be flexibility in behaviour. Rigidity is likely to result in maladjustment. The individual must have the capacity to deal with others circumstances, in other words, he must have courage to resist and fight odds. If the person is having a realistic perception of the world then there is possibility of satisfactory adjustment. In addition to this an individual must have a feeling of ease with his surroundings. Of course its very difficult to develop a balanced philosophy of life but specially after maturation or during the late age one can have the established norms which could be treated as a balanced philosophy of life. No doubt one has to make special efforts in order to be well adjusted and successful in life.