

Unit-4

OBJECTIVES:

After going through this unit carefully you will be able to:

1. Understand the meaning of adjustment, Characteristics of a well-adjusted person; Maladjustment and its causes
2. Understand the meaning of Frustration, Causes and Reaction to Frustration, meaning types and Sources of conflict.
3. Understand Defense Mechanisms, Commonly used defense Mechanisms.

INTRODUCTION

Man is a unique product of evolution. In contrast to other forms of animal life one of the unique attributes of man is his self-awareness and capacity to understand himself. Social existence has produced physical dangers such as war, there are important psychological problems uniquely associated with living in Society. There are also questions of attainment of basic satisfaction from competence in interpersonal relations and through some degree of inner harmony. Thus, as Lazarus has said man has accordingly become increasingly interested in psychological adjustment and nature of personality".

The concept of adjustment was originally a biological one and was a corner stone in Darwin's theory of evolution (1859). In Biology the term usually employed was adaptation, Darwin maintained that only those organisms most fitted to adopt to the hazards of the physical world survive. Biologists have continued to be concerned with the problem of physical adaptations and many human illnesses are to be based on the process of adaptation to the stress of life.

When man has accordingly become increasingly interested in adjustment a separate discipline called by various names as "psychology of adjustment", "Mental Hygiene", "personality adjustment" is developing. Such a discipline although an infant discipline is growing in its breadth and depth.

MEANING OF ADJUSTMENT

Adjustment, in psychology, the behavioral process by which humans and other animals maintain an equilibrium among their various needs or between their needs and the obstacles of their environments. A sequence of adjustment begins when a need is felt and ends when it is satisfied. Hungry people, for example, are stimulated by their physiological state to seek food. When they eat, they reduce the stimulating condition that impelled them to activity, and they are thereby adjusted to this particular need.

In general, the adjustment process involves four parts:

- a) a need or motive in the form of a strong persistent stimulus,
- b) the thwarting or nonfulfillment of this need,
- c) varied activity, or exploratory behaviour accompanied by problem solving, and
- d) some response that removes or at least reduces the initiating stimulus and completes the adjustment.

Social and cultural adjustments are similar to physiological adjustments. People strive to be comfortable in their surroundings and to have their psychological needs (such as love or affirmation) met through the social networks they inhabit. When needs arise, especially in new or changed surroundings, they impel interpersonal activity meant to satisfy those needs. In this way, people increase their familiarity and comfort with their environments, and they come to expect that their needs will be met in the future through their social networks. Ongoing difficulties in social and cultural adjustment may be accompanied by anxiety or depression.

Symonds, adjustment can be defined as a satisfactory relationship of an organism to its environment". According to him environment consists of all surrounding Influences or forces which may influence the organism in its efforts towards maintenance. Thus, it is a process through which an organism moulds itself in response to conditions it faces.

As per the Traxler the most desirable state of adjustment is one in which the individual is perfectly happy and satisfied with all aspects of life.

According to McKinneys, "Adjustment is in essence the building up of attitudes or the changing of the environment so as to meet u the thwarted or unsatisfied motives".

Shaffer "Adjustment Is the relationship which becomes established among biological heritage or organism, the environment and personality"

Skinner "Adjustment involves the organization of personality. This organization leads to the stability that is an active adjustment of individual to his social and physical environment.

Adjustment is defined in two ways:

- a) Adjustment by some is considered as a process,
- b) Adjustment by some is considered as a level which a person has attained (a product), and

Adjustment is both individual and social. The individual aspect tells how an individual is free from internal conflicts and tensions or inconsistencies and how he is skillful to adapt to new situations. The social aspect reveals how an individual has established a satisfactory relationship between himself and his environment, between his needs and desires and those of other people.

Process of Adjustment

It is said above that adjustment can be considered as a process. The process of adjustment if analyzed consists of the following components:

- a) A Motivating Condition: A need or motive in the form of a strong persistent stimulus. For example: a bodily need, a wish, an anticipatory goal.
- b) An environment or mental condition that thwarts or conflicts with the motive resulting into a state of tension. For example: absence of food, fear physical defect,
- c) Trial and error behaviour. For example: the individual reacts positively or negatively to a number of stimuli; reaches, withdraws shows over aggressive behaviour.
- d) The discovery of stimuli which bring out a response that satisfies the motivating condition For example; eating, removal of feared object, success. Emotional maladjustment due to; failure to find stimuli, to satisfy motivating situations For example; continued hunger, continued fear, persistent worry over physical condition.

- e) Satisfaction of motivating condition by responses that conflict with other motivating conditions. For example: eating too rapidly and becoming ill, removing object which is feared but also cherished, over aggressive behaviour which results in unpopularity. Adjustment to emotional disequilibrium through understanding of the problem (as analyzed In this outline) in order to learn new responses or to find a new environment. For example: to learn how or where to obtain food, to become accustomed to the feared object or to move away from it to find success in a field that does not require physical perfection, or to have the defect remedied.

[Click on the link to open the hyperlink by right click of your mouse to watch the Video for the psychology of adjustment](#)

Characteristics of a well-adjusted person:

A healthy and well-adjusted person should possess/display some observable behavioral patterns. These behavioral patterns must be according to the social expectations of an individual. These patterns are as follows:

- a) Maturity in thinking
- b) Emotional balance
- c) Warm and understanding towards others
- d) Free from tension due to routine events
- e) Independent in decision making

Maladjustment and its causes

‘Maladjustment’ is a process whereby an individual is unable to satisfy his biological, psychological or social needs successfully and establishes an imbalance between his personal needs and expectation of the society resulting in the disturbance of psycho-equilibrium.

Characteristics of a Maladjusted Person:

There are numerous reasons in and out of the school which create frustration, that lead to maladjustment. Let us analyze the symptoms one by one. If a student is:

- **Withdrawn and timid:** Frequent withdrawals from difficult situations may make individual timid and weak in facing real life situations.
- **Shy and self-conscious:** Shyness is usually associated with the self-consciousness, concern with the impression one gives to other people, and concern with their negative evaluation. A shy individual has low self-esteem and tends to anticipate adversities, thus often keeping silent and avoiding eye contact.
- **Fearful:** Fear is a strong emotion involving perception of danger, unpleasant agitation and often a desire to hide from meeting students of higher classes, being alone in a room, and fear of dogs, strange noises, the dark, etc.
- **Anxious:** Anxiety is a personality trait. It results from conflict, which is an inevitable part of life. Anxiety describes the individual's level of emotionality. We see many students who are tense and worried (highly anxious) and those who are cool (hardly anxious). Since anxiety is an inferred emotional state of an individual, it cannot be directly observed. It can be measured through psychological tests/techniques.
- **Delusions:** Delusion is an irrational and obstinate belief that the individual actively defends, e.g., a child does not work hard for the final examination and thinks that it is the God only who can get him through the examination and he fails. This shows the delusion in him which makes him maladjusted.
- **Extremely aggressive:** Aggressive students show enterprising or energetic behavior or tendency to be dominating in the class or the school. Sometimes an individual fails to show the tendency of dominating in a social situation and hurts herself instead e.g. a child beats her doll, kicks the dog, or other objects.
- **Tension:** When a person does not feel a kind of inner freedom, the strain which results from muscular contradiction and through which muscles, tendons, etc., are stretched under a threatening situation.
- **High aspirations:** A person has high hopes and aspirations for his future life. When the hopes are not achieved, he becomes unrealistic in life.
- **Feeling of inferiority:** A feeling of inferiority, arising from the sense of imperfection and incompleteness in a particular sphere of life, which motivates the individual to strive for a higher level of development and as such, are the cause of all improvement in life situations. Each time a new level of achievement is reached, inferiority feelings reappear,

continuing to stimulate upward movement. If inferiority feelings become exaggerated by adverse conditions at home, physical or mental disorders on inferiority complex may develop which makes an individual maladjusted.

[Click on the link to open the hyperlink by right click of your mouse to watch the Video for the characteristics of a well adjusted or mentally healthy person](#)

Causes of Maladjustment:

We can classify the causes of maladjusted behavior of adolescents under five main categories. They are as follows:

1. Family

(a) Social

(b) Economic

(c) Psychological

2. Personal

3. School

4. Teachers

5. Peer Group

1) Family: It is obvious that the family as an institution has various functions to perform. By discharging their duties, parents indirectly fulfill the needs of their children. There are certain significant causes: social, economic and psychological, which contribute immensely to maladjusted behavior in children.

➤ **Social causes:** According to Gibbian, the social problem of one generation is the psychological problem of the next generation. Children coming from homes that have been broken due to death, divorce, desertion, separation, etc., are often maladjusted in their behavior. Drunkard parents, strained marital relationship of spouses, quarrels and fights

between spouses are also responsible for developing frustration in children. Such children feel insecure and become maladjusted.

- **Economic causes:** The occupational status of parents, problems of unemployment, poverty and low-economic status breed maladjustment among children. Under such circumstances, parents are unable to satisfy the needs of their children which eventually lead to frustration, aggression and hostile behavior in growing children.
- **Psychological causes:** Psychological instability of parents is directly responsible for maladjusted behavior of their off-spring. If parents are over-possessive, highly authoritative, unrealistic in their expectations, incompatible, abusive and prejudiced, this will have a deleterious effect upon their children.

When the psychological needs are not met, children get frustrated and develop problems like nail biting, day-dreaming, fear of dark, lack of self-confidence, flickering of eyes, etc. Those parents who threaten, nag, punish and humiliate their children before others are directly responsible for their children's isolated and rejected behavior.

- 2) **Personal causes:** It is observed that individuals who are physically, mentally and visually handicapped react abnormally to the situation. Even children with partial deficiency, such as defective eye sight, poor hearing and impaired speech may find it difficult to adjust under normal situations. When they can not score well academically compared to their peers, they develop an inferiority complex. Finally, they isolate themselves from others and indulge in day-dreaming.
- 3) **School-related causes:** Children spend roughly seven hours a day in the school. When growing children do not find ways and means to channelize their energy in a purposeful manner in the school, they exhibit in maladjusted behavior. The school authorities, including teachers should organize various curricular and co-curricular activities to suit the needs of the growing children.
- 4) **Teacher-related causes:** An imbalanced personality in the teacher has its impact on the behavior of the children. If the teacher is unfair, biased or not involved with the students, it certainly affects the mental health of the children in the school.
- 5) **Peer-group related causes:** Another important factor that disturbs the psycho-equilibrium of students is an unhealthy relationship with their peer group. Normally, students ask earnestly

for recognition from their peer group during later childhood and adolescence. However, popularity among the peer group depends on various factors, such as good looks, athletic abilities, social class, academic performance, and special talents. If the student lacks these qualities, he may fail to get status among his/her peer group and gets frustrated and maladjusted.

[Click on the link to open the hyperlink by right click of your mouse to watch the Video for causes of maladjustment](#)

FRUSTATION

Frustration is the emotional state that a person experiences when needs, wants and desires are not readily available or are not attainable. This emotion is easily seen in young children, for instance, when they see a toy they can't have and then cry and fuss. While some frustration is a normal part of human life, if experienced in excess it can lead to a defeatist attitude and lack of motivation to achieve.

A man has lost his way in the forest. He does not have any food or drinks with him. The water supply runs out. As his hunger becomes acute and is intensified, the degree of frustration increases and the need becomes stronger and stronger. But there is no means to satisfy his need.

There is no river or spring nearby from where he can get water. There is no village nearby from where he can get food and water. The feeling of displeasure, the discomfort and tension arising out of interference in the goal directed behaviour, is commonly referred to as frustration.

In the most complex and complicated society of to-day, there are lots of occasions where the needs are many, but the outlets for the satisfaction of these needs are very few. Thus, there is tremendous scope for frustration of any kind, physical, personal, social and psychological.

In the opinion of Otto Rank (1932) the process of birth brings the greatest frustration in human life. For the first time frustration is experienced by the new born baby through the process of birth and thereafter. Thus, the never-ending frustration of life undoubtedly starts with birth cry.

It is to be kept in mind that frustration is not something which occurs rarely and it should never be considered as a sign of misfortune. The new born baby has to face various problems from the

moment of birth and thereafter life comprises with a series of needs and activities directed towards meeting them. In this process, when the fulfillment of the needs is obstructed, a person feels frustrated.

Man is a social organism. He is born in the society, he lives, grows and dies in the society. During the course of his life, he meets several problems, needs to solve them. He meets various failures in the process and learns from it.

Therefore, frustration should be accepted as an usual course of life and it is inevitable. Miller and Dollard (1939) have given a very classic example of frustration. James wanted to eat an ice-cream in the hot afternoon, but was prevented from eating it.

Such an interference with an occurrence of instigated goal response is called frustration. A man who fails to marry his beloved because of social restriction, is a case of social frustration, frustration-arising out of social restrictions.

Before coming to social frustration in detail, it may be imperative to know what frustration actually is. Frustration may be defined as the blocking or interference of the satisfaction of an aroused need through some barrier or obstruction. The blocking of the fulfillment of an anticipated goal may not be caused by an actual barrier, but by an event which acts as a signal that an obstruction may be anticipated.

For example, the very signal of the mother's angry mood may serve as a frustrating agent instead of actual barrier, like denying to give money for purchasing an ice-cream. According to Symonds, frustration is the blocking and interference of the satisfaction of an aroused need through some barrier or obstruction.

A situation, to which a person can readily adjust, can never induce frustration. In frustrating situation learning is usually stopped and there are lots of tension and worry.

Various investigators have opined that frustration can be caused by internal barrier and obstruction in the outside environment. Frustrating experiences act as a greater hindrance to one's normal personality development. The state of frustration involves a threat to personality.

The feeling of security is injured, the self-esteem is lowered of a frustrated person. In case of a baby, the loss of breast milk when is perceived as loss of love and loss of security of the child, it induces terrible and intolerable frustration.

Various such occasion arise in familial and social life where a response towards a goal believed important and attainable by a given person suffers interference resulting in a change in behaviour characteristics for that person and situation.

A situation whether social or personal becomes frustrating, only when it is in the field of aspiration of the individual. According to Alexander (1950), frustration with hope is a constructive factor in life and without hope it is destructive.

In a society it is just natural for any individual to meet any obstacle at any point of time while trying for the satisfaction of a vital need. These obstacles create frustration which may be internal or external or passive and active.

Development of Frustration:

The first frustration that an organism meets is during the process of birth and thereafter having lost the warm and comfortable security of the mother's womb. Rank has, therefore, viewed that birth trauma gives profound shock to the baby both at the psychological and physiological levels.

This shock creates a reservoir of anxiety for the baby. It is, thus, viewed that the child brings anxiety with him at the time of birth and anxiety also accumulated thereafter.

Freud emphasizes the view that the biological factors of helplessness bring in to being the first situation of danger and create the need to be loved which the human being is destined never to renounce. First five years of life of any individual has a tremendous role in the development of frustration.

Issac (1936), in this connection, views that knowledge is lacking, understanding has not yet begun but wants and wishes, fears and angers, love and hate are 'here from the very beginning.

In the process of social and personality development, different degrees of frustrations are imposed on the child specially in the oral, anal and phallic stages by the process of feeding,

elimination, nursing, toilet training and taking overall care of the child including the socialization process.

Studies indicate that frustration develops out of bottle feeding and bottle feeding never satisfies and compensates breast feeding. The process of weaning is probably the greatest frustration experienced by the young baby.

Carmichael has indicated the importance of breast feeding by saying, "Love for the child being more concrete is the breast, the mother's milk, the smell, the taste and the warmth of it". Frustrations arising out of weaning have lasting and firm repercussions upon the personality development of the child.

The parental attitude, the socialization process, the way they take care of the baby, all these factors interact with each other and determine the amount of frustration the 'o' has to experience.

If the child is let to cry too long and too often, if he is given the impression that he is alone in this world, if he is neglected in the fulfillment of basic needs, like food, care and love, he experiences severe disappointment and anguish which results in anxiety. Either lack of attention or excessive overprotection in the early years of life paves the way for present and future frustration.

All these facts and findings go to prove that in the developmental process of the child different degrees of frustration are imposed on him specially in the oral, anal or phallic stages by the process of feeding, elimination, toilet training and socialization.

As the child grows in the society, he experiences inevitable frustration because of his helplessness and because he pines for something which he does not achieve. He may be forced to feeding when he is not willing to eat, he may be forced to take soup or some kind of food, which the baby does not somehow like.

He may like to monopolize the love of the mother which is objected socially and he may indulge in some kind of activities which are not allowed by parents and society.

Thus, every stage of his development is inaugurated by some amount of frustration leading to a feeling of discomfort. English and Pearson have, therefore, commented, "If a child is brought up in an environment where there is too much of strife, if there is quarrelling between husband and wife, and things of this sort, all send a constant bombardment upon the psychic of the new born child."

Faulty child rearing practices, rigid attitude of the parents and neighbourhood, inflexible thinking, unhappy and pathological home environment, over protection or too much of negligence of the child and uncared for attitude of the parents pave the way for terrific frustration. Deep gap between level of aspiration and level of achievement also leads to frustration.

After the preschool age, in the process of physical and mental development of the child, every child encounters severe frustration in play as well as while first entering school. The child has to sacrifice many of his previous habits and comforts when he has to adjust himself with the school situation with his peers and friends and particularly when he has to learn to give and take in the process of socialization.

To add to this a sense of responsibility and duty overcomes the child and all these taken together, put him at loss psychologically and physically.

In short, frustration during childhood may arise from one of the following four sources or a combination of all these four:

- a) Experience of serious painful feeling during birth, feeding and toilet training.
- b) Dependence upon the mother for satisfaction of needs.
- c) Need for pleasure and nutrition not satisfied.
- d) Destruction of emotional comfort because of social restriction and respect of existing value systems.

Finally when the childhood is left behind and the adulthood responsibility develops, adulthood provides another set of frustration. The person is constantly and continuously faced by

difficulties to be faced and solved. Finally, he meets many frustrations in connection with his profession, business and aspiration of life.

Types of Frustration:

I Chheiser has pointed out four types of frustrations in connection with man's work.

- a) Frustration of function. A man may be frustrated because of lack of job satisfaction.
- b) Frustration of Conviction. A physician who works in a hospital where the standard is very low than what he actually wanted to do for people, frustration of conviction occurs.
- c) Frustration of ambition. A man may find himself in a lower level than he would like to do, i.e., his achievement lags behind his ability and so he experiences frustration.
- d) Frustration of response. The frustration which arises in conflict over the use of tools or material or the feeling that one's superior officers are unjust and unfair to him in evaluation and behaviour wise.

Factors contributing to the development of frustration show that no matter how carefully the child is reared, socialized and trained, he is definitely subjected to some degree of frustration as it is not possible to fulfill all his needs and demands.

However, the load of frustration can be decreased and frustration tolerance power can be increased by planned and healthy family atmosphere, conclusive and judicious social situations, flexible and democratic attitude, optimum love, affection and security to the child, fulfillment of needs and desires, keeping in view the value system and social restrictions. The sources of frustration are many.

The specific situations that give rise to frustration are innumerable but, by and large, they can be brought under four general categories:

- a) Man's physical environment,
- b) Man's biological limitations,
- c) The complexity of man's psychological makeup, and
- d) The nature of man's social environment.

Sources of Frustration:

Though frustration occurs due to several factors, obstruction from various quarters of the society produce severe frustration. The checks, regulations, value systems which censor the behaviour of an individual produce social obstacle, unable to fulfill his desires and wishes because of social restriction, the individual becomes the prey of frustration.

Similarly, restriction imposed by the social moves lead to frustration, such as postponing of sexual relationship the beloved until marriage or waiting to marry until one is fixed in a job, objection to marriage in another community, financial insecurity and hardship due to economic inflation, economic depression, excessive competition and rivalry, lack of opportunity, racial and religious intolerance, rapid social change and general social uncertainty.

All these separately or taken together put a great deal of stress and produce feelings of inadequacy, discomfort, isolation, insecurity, anguish and pain.

“The social environment among the various sources of frustration is probably the most important source of deep and persistent frustrations and the most significant for social behaviour”. (Kretch and crutch field). It is a fact that society surrounds the individual with all sorts of moves, regulations, rituals and taboos. All these build up gradual barriers on the way of immediate satisfaction of one’s needs and demands.

The social regulations set up economic system which necessitates man to make money for the fulfillment of his needs and demands, but at the same time, makes the acquisition of money a difficult task leading to severe frustration. Society sets up social caste and class systems. This stands on the way of free social mobility.

A member of one class cannot avail the facilities available to another class, because of lack of social locomotion. Thus, his desire to acquire the privileges of another caste or economic class is blocked. The under privileged and socially disadvantaged classes suffer more in this respect.

Kretch and Crutchfield (1948) state that the role of society and cultural moves in frustration is at times all important in that the very need which a particular culture induces are thwarted by the structures and institutions of that society. A need may be created in a person through the social

and educational philosophy of the society and then the same need may not be fulfilled because of discrimination or economic constraints.

A poor boy may be motivated for higher studies like engineering and medicine because of the educational or democratic philosophy of the country to give the opportunity to every one for the same irrespective of class and creed. But because of his poor financial condition, he may not be able to fulfill this need. Because of social cultural restrictions many of such needs are thwarted.

These types of needs and demands are blocked and fulfillment interfered because of many complex cultural patterns. The same society and culture which create the needs and motivations in man also obstruct their fulfillment. Certain moral standards are taught to the child in the process of socialization.

But, subsequently, he finds to his utter despair that these moral standards have only hypothetical value. It is quite difficult to implement them practically. Take the example of teaching a child moral values, like honesty, truthfulness and sincerity.

He is taught from the very beginning that lying and insincerity are bad. But what he finds in reality, in practice? Lying and insincerity, though bad, are necessary if one has to live in comfort and peace. Though certain social rituals, customs and traditions are bad, he has to obey them as it is required by the society.

These types of cases create conflict and frustration. The importance of social interaction in societies and cultures in relation to the development of frustration is far reaching especially during the early phases of life cycle, because, depending upon the differences in interaction, one develops a particular type of personality.

The nature, amount and intensity of frustration, by and large, depend upon the type of environment, values and mores, frame of reference of a particular culture in which the organism is brought up. The contributions of Margaret Mead and Erich Fromm have thrown sufficient light to justify the importance of culture and society in the development and accumulation of different types of frustration.

However, though every individual is subjected to frustration, the degree and nature of frustration depends upon the freedom and restrictions imposed by a particular culture-Margaret Mead (1935) highlights this view by comparing the personalities of three different cultures.

She found that though these three tribes, Arapesh, Mundugumor and T- Chambuli are in the same island of South Pacific Ocean, because of the differences in psychological, social and family environment and child parent relationship, different amount of satisfaction and frustration is experienced.

The children of the Arapesh tribe are well fed, affectionately brought up and all their basic needs are satisfied. They meet frustration rarely and hence, are basically peace loving unaggressive and less troublesome. The Mundugumars, on the contrary, are highly aggressive, quarrelsome because their basic needs for food and love are not fulfilled.

They are illfed at mothers breast and do not really know what mother's love is. Comparison of different cultures by Margaret Mead as well as the excellent work of Ruth Benedict (1953) presented in the book "Patterns of culture" provide sufficient evidence to conclude that society sets up social castes and caste systems prevailing free social intercourse so that the gap in communication of feelings and emotions creates deep and persistent frustration.

Eminent anthropologist Kluckhonn goes to the extent to explain by the reactive hypothesis that in different types of cultures restraints of different natures are placed upon children in the process of socialization.

Thus, the severity and degree of frustration depends upon the type of restraints imposed. Thus, he writes "in every human society, there appears to exist a varying amount of free floating aggression". This view of Kluckhonn is based on the amount of frustration enforced by different cultures.

Following Kluckhonn, Allport views that a person with loads of complaints and resentments indicates a personality built out of long series of chronic frustrations.

Comparative studies of different cultures show that frustration varies from society to society. Hopi and Arapesh are the evidence of less frustrating personalities while Rif and Apache have a place in the other end of the scale. Thus, culture has some roles to play in the building of frustration and hence frustration varies with cultural variation.

Man is a social animal and religion is a part of the social network. Religious values, customs and traditions of the society enhance the scope of frustration. Religion itself does not allow many pleasures to be fulfilled, especially which are typically against its principles.

A person cannot marry another of different caste or religion because society does not permit it. Similarly, one has to make fasting and Pujas against his will just for the sake of religion. Many religious regulations, rituals and taboos restrict the fulfillment of certain desires and block the avenue for ready satisfaction of needs and demands. Thus, religious customs accelerate frustration.

Role of Frustration in Personality Development:

Frustration experienced during infancy and in later life becomes an important determining factor for the type of personality makeup of the individual in question. When a child reacts to interference, blocking and shocks a pattern is set in his personality throughout his life.

In a classic experiment, Wolf temporarily deprived the rats the use of their eyes and ears during infancy. Deprivation during infancy handicapped these rats throughout his life.

Early development of personality feeding elimination, toilet habits and the way in which the child is reared, brought up and cared for. Too rigid or too slack toilet training creates various problems in normal personality development.

In the process of socialization too, while teaching the child the Dos and Don'ts of life and during the oral, anal the phallic stages of psychosexual development, the child consciously or unconsciously meets a large number of frustrations.

A child who is frustrated usually in relation to feeding retaliates by attempting to bite. While longing for pleasurable union with the source of food, the child may yet in moments of

frustration may wish to destroy it. Extremely rigid and strict disciplinarian make their child meet a number of frustrations during childhood.

Such constant and continued frustration spoil the personality of the individual by making him react to any minor frustration and disappointment in very maladaptive manner, such as by becoming over aggressive, anti-social, hostile and non-cooperative.

Sometimes he tries to withdraw as well as to regress from the reality and make excessive use of various defense mechanisms. The way in which a frustrated person differs in his activities, reactions and adjustments to life with that of a normal one indicates in the long run, how important and distinct part frustration plays in the development of human personality.

[Click on the link to open the hyperlink by right click of your mouse to watch the Video for frustration aggression hypotheses](#)

[Click on the link to open the hyperlink by right click of your mouse to watch the Video for Frustration and Mechanisms of Adjustment](#)

Meaning Types and Sources of Conflict

Conflict occurs between people in all kinds of human relationships and in all social settings. Because of the wide range of potential differences among people, the absence of conflict usually signals the absence of meaningful interaction. Conflict by itself is neither good nor bad. However, the manner in which conflict is handled determines whether it is constructive or destructive (Deutsch & Coleman, 2000). Conflict is defined as an incompatibility of goals or values between two or more parties in a relationship, combined with attempts to control each other and antagonistic feelings toward each other (Fisher, 1990). The incompatibility or difference may exist in reality or may only be perceived by the parties involved. Nonetheless, the opposing actions and the hostile emotions are very real hallmarks of human conflict. Conflict has the potential for either a great deal of destruction or much creativity and positive social change (Kriesberg, 1998). Therefore, it is essential to understand the basic processes of conflict so that we can work to maximize productive outcomes and minimize destructive ones. This paper will briefly describe some common sources of conflict, the levels of social interaction at which conflict occurs, and the general strategies of approaching conflict that are available.

Conflict is classified into the following four types:

- a) **Interpersonal conflict** refers to a conflict between two individuals. This occurs typically due to how people are different from one another. We have varied personalities which usually results to incompatible choices and opinions. Apparently, it is a natural occurrence which can eventually help in personal growth or developing your relationships with others. In addition, coming up with adjustments is necessary for managing this type of conflict. However, when interpersonal conflict gets too destructive, calling in a mediator would help so as to have it resolved.

- b) **Intrapersonal conflict** occurs within an individual. The experience takes place in the person's mind. Hence, it is a type of conflict that is psychological involving the individual's thoughts, values, principles and emotions. Interpersonal conflict may come in different scales, from the simpler mundane ones like deciding whether or not to go organic for lunch to ones that can affect major decisions such as choosing a career path. Furthermore, this type of conflict can be quite difficult to handle if you find it hard to decipher your inner struggles. It leads to restlessness and uneasiness, or can even cause depression. In such occasions, it would be best to seek a way to let go of the anxiety through communicating with other people. Eventually, when you find yourself out of the situation, you can become more empowered as a person. Thus, the experience evoked a positive change which will help you in your own personal growth.

- c) **Intragroup conflict** is a type of conflict that happens among individuals within a team. The incompatibilities and misunderstandings among these individuals lead to an intragroup conflict. It arises from interpersonal disagreements (e.g. team members have different personalities which may lead to tension) or differences in views and ideas (e.g. in a presentation, members of the team might find the notions presented by the one presiding to be erroneous due to their differences in opinion). Within a team, conflict can be helpful in coming up with decisions

which will eventually allow them to reach their objectives as a team. However, if the degree of conflict disrupts harmony among the members, then some serious guidance from a different party will be needed for it to be settled.

- d) **Intergroup conflict** takes place when a misunderstanding arises among different teams within an organization. For instance, the sales department of an organization can come in conflict with the customer support department. This is due to the varied sets of goals and interests of these different groups. In addition, competition also contributes for intergroup conflict to arise. There are other factors which fuel this type of conflict. Some of these factors may include a rivalry in resources or the boundaries set by a group to others which establishes their own identity as a team.

Conflict may seem to be a problem to some, but this isn't how conflict should be perceived. On the other hand, it is an opportunity for growth and can be an effective means of opening up among groups or individuals. However, when conflict begins to draw back productivity and gives way to more conflicts, then conflict management would be needed to come up with a resolution.

Sources of conflict:

One of the early theorists on conflict, Daniel Katz (1965), created a typology that distinguishes three main sources of conflict: economic, value, and power.

- a) **Economic conflict** involves competing motives to attain scarce resources. Each party wants to get the most that it can, and the behavior and emotions of each party are directed toward maximizing its gain. Union and management conflict often has as one of its sources the incompatible goals of how to slice up the "economic pie".
- b) **Value conflict** involves incompatibility in ways of life, ideologies – the preferences, principles and practices that people believe in. International conflict (e.g., the Cold War)

often has a strong value component, wherein each side asserts the rightness and superiority of its way of life and its political-economic system.

- c) **Power conflict** occurs when each party wishes to maintain or maximize the amount of influence that it exerts in the relationship and the social setting. It is impossible for one party to be stronger without the other being weaker, at least in terms of direct influence over each other. Thus, a power struggle ensues which usually ends in a victory and defeat, or in a “stand-off” with a continuing state of tension. Power conflicts can occur between individuals, between groups or between nations, whenever one or both parties choose to take a power approach to the relationship. Power also enters into all conflict since the parties are attempting to control each other.

It must be noted that most conflicts are not of a pure type, but involve a mixture of sources. For example, union-management conflict typically involves economic competition, but may also take the form of a power struggle and often involves different ideologies or political values. The more sources that are involved, the more intense and intractable the conflict usually is. Another important source of conflict is ineffective communication. Miscommunication and misunderstanding can create conflict even where there are no basic incompatibilities. In addition, parties may have different perceptions as to what are the facts in a situation, and until they share information and clarify their perceptions, resolution is impossible. Self-centeredness, selective perception, emotional bias, prejudices, etc., are all forces that lead us to perceive situations very differently from the other party. Lack of skill in communicating what we really mean in a clear and respectful fashion often results in confusion, hurt and anger, all of which simply feed the conflict process. Whether the conflict has objective sources or is due only to perceptual or communication problems, it is experienced as very real by the parties involved.

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Click on the link to open the hyperlink by right click of your mouse to watch the Video for meaning of conflict

Click on the link to open the hyperlink by right click of your mouse to watch the Video for types of conflict

Click on the link to open the hyperlink by right click of your mouse to watch the Video for sources of conflict

Defense Mechanisms

Defense mechanisms are psychological strategies that are unconsciously used to protect a person from anxiety arising from unacceptable thoughts or feelings.

Defense mechanism, in psychoanalytic theory, any of a group of mental processes that enables the mind to reach compromise solutions to conflicts that it is unable to resolve. The process is usually unconscious, and the compromise generally involves concealing from oneself internal drives or feelings that threaten to lower self-esteem or provoke anxiety. The concept derives from the psychoanalytic hypothesis that there are forces in the mind that oppose and battle against each other. The term was first used in Sigmund Freud's paper "The Neuro-Psychoses of Defence" (1894).

How Do Defense Mechanisms Work?

In Sigmund Freud's model of personality, the ego is the aspect of personality that deals with reality. While doing this, the ego also has to cope with the conflicting demands of the id and the superego.

- **The id:** The part of the personality that seeks to fulfill all wants, needs, and impulses. The id is the most basic, primal part of our personalities and does not consider things such as social appropriateness, morality, or even the reality of fulfilling our wants and needs.
- **The superego:** The part of the personality that tries to get the ego to act in an idealistic and moral manner. The superego is made up of all of the internalized morals and values we acquire from our parents, other family members, religious influences, and society.

In order to deal with anxiety, Freud believed that defense mechanisms helped shield the ego from the conflicts created by the id, superego and reality. So what happens when the ego cannot deal with the demands of our desires, the constraints of reality, and our own moral standards?

According to Freud, anxiety is an unpleasant inner state that people seek to avoid. Anxiety acts as a signal to the ego that things are not going the way they should. As a result, the ego then employs some sort of defense mechanism to help reduce these feelings of anxiety

Some of the major defense mechanisms described by psychoanalysts are the following:

- 1) Repression is the withdrawal from consciousness of an unwanted idea, affect, or desire by pushing it down, or repressing it, into the unconscious part of the mind. An example may be found in a case of hysterical amnesia, in which the victim has performed or witnessed some disturbing act and then completely forgotten the act itself and the circumstances surrounding it.
- 2) Reaction formation is the fixation in consciousness of an idea, affect, or desire that is opposite to a feared unconscious impulse. A mother who bears an unwanted child, for example, may react to her feelings of guilt for not wanting the child by becoming extremely solicitous and overprotective to convince both the child and herself that she is a good mother.
- 3) Projection is a form of defense in which unwanted feelings are displaced onto another person, where they then appear as a threat from the external world. A common form of projection occurs when an individual, threatened by his own angry feelings, accuses another of harboring hostile thoughts.
- 4) Regression is a return to earlier stages of development and abandoned forms of gratification belonging to them, prompted by dangers or conflicts arising at one of the later stages. A young wife, for example, might retreat to the security of her parents' home after her first quarrel with her husband.
- 5) Sublimation is the diversion or deflection of instinctual drives, usually sexual ones, into non-instinctual channels. Psychoanalytic theory holds that the energy invested in

sexual impulses can be shifted to the pursuit of more acceptable and even socially valuable achievements, such as artistic or scientific endeavours.

- 6) Denial is the conscious refusal to perceive that painful facts exist. In denying latent feelings of homosexuality or hostility, or mental defects in one's child, an individual can escape intolerable thoughts, feelings, or events.
- 7) Rationalization is the substitution of a safe and reasonable explanation for the true (but threatening) cause of behaviour.

Psychoanalysts emphasize that the use of a defense mechanism is a normal part of personality function and not in and of itself a sign of psychological disorder. Various psychological disorders, however, can be characterized by an excessive or rigid use of these defenses.

Examples of Defenses Mechanisms

There are a large number of defense mechanisms; the main ones are summarized below:

Mechanism	Description	Example
Repression	Repression is an unconscious mechanism employed by the ego to keep disturbing or threatening thoughts from becoming conscious.	During the Oedipus complex aggressive thoughts about the same sex parents are repressed
Denial	Denial involves blocking external events from awareness. If some situation is just too much to handle, the person just refuses to experience it.	For example, smokers may refuse to admit to themselves that smoking is bad for their health.
Projection	This involves individuals attributing their own unacceptable thoughts, feeling and motives to another person.	You might hate someone, but your superego tells you that such hatred is unacceptable. You can 'solve' the problem by believing that they hate you.
Displacement	Satisfying an impulse (e.g. aggression) with a substitute object.	Someone who is frustrated by his or her boss at work may go home and kick the dog,
Regression	This is a movement back in psychological time when one is faced with stress.	A child may begin to suck their thumb again or wet the bed when they need to spend some time in the hospital.
Sublimation	Satisfying an impulse (e.g. aggression) with a substitute object. In a socially acceptable way.	Sport is an example of putting our emotions (e.g. aggression) into something constructive.

Commonly used defense Mechanisms:

- 1) **Denial:** Denial is one of the most common defense mechanisms. It occurs when you refuse to accept reality or facts. You block external events or circumstances from your mind so that you don't have to deal with the emotional impact. In other words, you avoid the painful feelings or events. This defense mechanism is one of the most widely known, too. The phrase, "They're in denial" is commonly understood to mean a person is avoiding reality despite what may be obvious to people around them.
- 2) **Repression:** Unsavory thoughts, painful memories, or irrational beliefs can upset you. Instead of facing them, you may unconsciously choose to hide them in hopes of forgetting about them entirely. That does not mean, however, that the memories disappear entirely.

They may influence behaviors, and they may impact future relationships. You just may not realize the impact this defense mechanism is having.

- 3) **Projection:** Some thoughts or feelings you have about another person may make you uncomfortable. If you project those feelings, you're misattributing them to the other person. For example, you may dislike your new co-worker, but instead of accepting that, you choose to tell yourself that they dislike you. You see in their actions the things you wish you could do or say.
- 4) **Displacement:** You direct strong emotions and frustrations toward a person or object that doesn't feel threatening. This allows you to satisfy an impulse to react, but you don't risk significant consequences. A good example of this defense mechanism is getting angry at your child or spouse because you had a bad day at work. Neither of these people is the target of your strong emotions, but reacting to them is likely less problematic than reacting to your boss.
- 5) **Regression:** Some people who feel threatened or anxious may unconsciously "escape" to an earlier stage of development. This type of defense mechanism may be most obvious in young children. If they experience trauma or loss, they may suddenly act as if they're younger again. They may even begin wetting the bed or sucking their thumb. Adults can regress, too. Adults who are struggling to cope with events or behaviors may return to sleeping with a cherished stuffed animal, overeat foods they find comforting, or begin chain smoking or chewing on pencils or pens. They may also avoid everyday activities because they feel overwhelming.
- 6) **Rationalization:** Some people may attempt to explain undesirable behaviors with their own set of "facts." This allows you to feel comfortable with the choice you made, even if you know on another level it's not right. For example, people who might be angry at co-workers for not completing work on time could be ignoring the fact that they're typically late, too.

- 7) **Sublimation:** This type of defense mechanism is considered a positive strategy. That's because people who rely on it choose to redirect strong emotions or feelings into an object or activity that is appropriate and safe. For example, instead of lashing out at your employees, you choose to channel your frustration into kickboxing or exercise. You could also funnel or redirect the feelings into music, art, or sports.
- 8) **Reaction formation:** People who use this defense mechanism recognize how they feel, but they choose to behave in the opposite manner of their instincts. A person who reacts this way, for example, may feel they should not express negative emotions, such as anger or frustration. They choose to instead react in an overly positive way.
- 9) **Compartmentalization:** Separating your life into independent sectors may feel like a way to protect many elements of it. For example, when you choose to not discuss personal life issues at work, you block off, or compartmentalize, that element of your life. This allows you to carry on without facing the anxieties or challenges while you're in that setting or mindset.
- 10) **Intellectualization:** When you're hit with a trying situation, you may choose to remove all emotion from your responses and instead focus on quantitative facts. You may see this strategy in use when a person who is let go from a job chooses to spend their days creating spreadsheets of job opportunities and leads.

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SUMMARY

To conclude we can say that overall, the maladjusted groups used immature defense systems and the control group used mature defense systems. The temporarily maladjusted group more frequently used somatization, regression, and evasion than did the control group. As above, there was a difference in the pattern of defense mechanisms according to adaptive ability, but there was no difference according to their psychiatric diagnosis. Thus the defense mechanisms may be more useful than the diagnosis of mental illness in predicting successful adaptation. Also the difference between frustration and conflict lies with what kind of feeling they awaken in a person's mind. Organizational psychology studies the link between frustration and conflict within individuals and among individuals. These two concepts should not be viewed as interchangeable, but as two different states that greatly influence one another. Frustration can be defined as a feeling of dissatisfaction that stems from an individual's inability to achieve a goal. On the other hand, a conflict can be defined as a condition where the individual faces difficulty in arriving at a decision due to two or more different interests. Simply a conflict is a disagreement. When a person is having a disagreement with himself, it is referred to as an emotional conflict. Through this article let us examine the differences between the two concepts. In some areas of psychology (especially in psychodynamic theory), psychologists do talk about "defense mechanisms," or manners in which a person behaves or thinks in certain ways to better protect or "defend" their inner selves (their personality and self-image). Defense mechanisms are one way of looking at how people distance themselves from a full awareness of unpleasant thoughts, feelings, and behaviors.

SELF ASSESSMENT

- 1) Describe the three parts of the mind according to Sigmund Freud. Be sure to describe how these parts interrelate, and what strategies mediate between motivation and the expression of personality and behavior.**

ANSWER: According to Sigmund Freud, the id, the ego and the superego are the three parts of the mind. The id consists of unconscious drives and amoral urges. The id abides by the pleasure principle - the concept that the id always seeks pleasure - and it is completely unconscious. The ego is concerned with the demands of reality and our higher

mental functions. The ego abides by the reality principle - the concept that the ego seeks pleasure within the norms of society – and it is partly conscious. The superego evaluates the morality of our behavior. The superego does not consider reality; rather, it considers whether pleasure can be satisfied in acceptable moral terms.

2) **What are the symptoms of maladjustment?**

ANSWER: Signs and symptoms depend on the type of adjustment disorder and can vary from person to person. You experience more stress than would normally be expected in response to a stressful event, and the stress causes significant problems in your life.

Adjustment disorders affect how one feel and think about yourself and the world and may also affect your actions or behavior. Some examples include:

- Feeling sad, hopeless or not enjoying things you used to enjoy
- Frequent crying
- Worrying or feeling anxious, nervous, jittery or stressed out
- Trouble sleeping
- Lack of appetite
- Difficulty concentrating
- Feeling overwhelmed
- Difficulty functioning in daily activities
- Withdrawing from social supports
- Avoiding important things such as going to work or paying bills
- Suicidal thoughts or behavior

Symptoms of an adjustment disorder start within three months of a stressful event and last no longer than 6 months after the end of the stressful event. However, persistent or chronic adjustment disorders can continue for more than 6 months, especially if the stressor is ongoing, such as unemployment.

3) **What is the concept of adjustment?**

ANSWER: Adjustment is a behavioural process by which a person maintains balance among various needs that one encounters at a given point of time. Each and every situation of life demands that the person concerned should be able to effectively perform

in accordance with some guiding principles and should be able to strike a balance among various forces. Adjustment is defined as a process wherein one builds variations in the behaviour to achieve harmony with oneself, others or the environment with an aim to maintain the state of equilibrium between the individual and the environment. Adjustment has been analyzed as an achievement as well as a process in psychology. Interpreting adjustment as an achievement would necessitate effective performance in doing what one was expected to and engaged in. This would mean judging the quality on certain parameters.

However, psychologists have been interested to examine adjustment as a process. This entails examining the interaction of the individual with the external world. If the relationship between the individual and his/ her environment is in accordance with the norms then the adjustment is achieved.

The behaviour of the person concerned would be considered normal. Gross deviation from the norms demand clinical investigations and interventions. Such deviations are defined as maladjustment. Severe deviations can be classified as abnormal behaviour. The Psychology of Adjustment course is offered in order to help the students relate their real life experiences to the constructs and theories of psychology.

Striking the balance between mental health and personal adjustment, this course uses scientific approach to examine key human processes. Besides fostering critical examination of human behaviour, it might help see things in a broader perspective. It does provide an opportunity for self-reflection and understanding. A possible range of behaviour in any given situation is repeatedly taken as examples and analyzed to understand what constitutes normality and hence shows the level of adjustment and what falls short and is interpreted as maladjustment.

4) What are the characteristics of adjustment?

ANSWER: Characteristics of a well-adjusted person are:

A healthy and well-adjusted person should possess/display some observable behavioral patterns. These behavioral patterns must be according to the social expectations of an individual. These patterns are as follows:

- Maturity in thinking
- Emotional balance
- Warm and understanding towards others
- Free from tension due to routine events
- Independent in decision making

5) Elaborate the concept of frustration in your own words.

ANSWER: The word frustration has been derived from a Latin word 'Frusta' means 'obstruct'. The term frustration refers to the blocking of behaviour directed towards the goal. The course of motivation does not always run smoothly. Things that happen prevent us from reaching the goals toward which we are driven or pulled. If motives are frustrated or blocked, emotional feelings and behaviour often result. People who cannot achieve their important goals feel depressed, fearful, anxious, guilty or angry. Hence, frustration is called as a 'negative feeling'. Figure 4.2 showing the frustration by environmental and personal obstacles. A barrier (vertical line) stands between an individual and the goal (+) that attracts the individual. The barrier may be another person or object in the environment or it may be the individual's own lack of ability or skill.

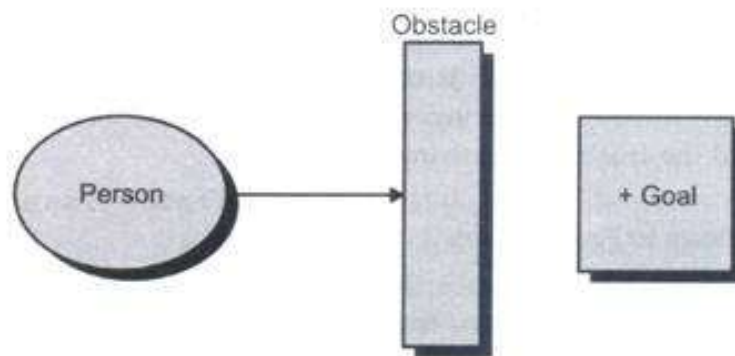


Fig. 4.2: Showing the obstacle causing frustration

1) Sources of Frustration: There are three important sources of frustration:

- a) **Environmental forces:** Environmental obstacles can frustrate the satisfaction of motives by making it difficult or impossible for a person to attain a goal. An obstacle may be physical- such as untimely rain, disruption in electric supply, auto strike, famine, earthquake, war, floods, etc., or it may be people such as parents or society who obstruct the fulfillment of wants. For example, Inter-caste marriage, change of religion, etc. Even the social norms, codes of conduct may cause frustration.
- b) **Personal inadequacies:** Unattainable goals or too high goals which are beyond the ability level of a person can be important sources of frustration. These are learned goals. For instance, a student with average level of intelligence aspires to score 90% of marks in the examination will definitely face frustration. A physically handicapped person cannot aspire to compete against a normal person in running race. Thus, people are often frustrated because they aspire for goals which are not attainable by them, or the goals are beyond their abilities.
- c) **Conflict produced frustration:** A major source of frustration is found in motivational conflict, in which the expression of one motive interferes with the expression of other motives. Some common conflicts are between independence and affiliation need, or career aspiration and economic realities. For example, a person is motivated to be independent but at the same time he cannot neglect his affiliation motive. A student may have high aspiration to pursue higher education, but too much expenditure comes in between. In this way we come across many frustrations due to conflict- as are said 'life is full of conflicts and the frustrations arising from them'.

2) **Reactions to Frustrations:**

Frustrations are unavoidable. Hence, as far as possible we should learn to grow facing these frustrations. Particularly in children, facing frustrations make them stronger and help them to develop self-confidence. As Symonds has rightly said, 'a child will explore and gain knowledge of the external world only at the behest of frustration'. The effects of frustrations will not be severe if there is high level

of frustration tolerance. At the same time long, continued frustrations are not desirable. They may lead to serious psychological problems.

Generally reactions to frustrations will be as follows:

- a) **Attack or direct approach:** In this approach the individual will try to overcome obstacles to reach the goal. If necessary he may develop new and necessary skills, put more effort or change the mode of attack or approach. In case of failure he may change the goal to one that is available.
- b) **Reduce the level of goal:** When a person fails to attain his goal even after repeated attempts, he may realize his inabilities and limitations and try to reduce his level of goal to avoid further disappointment. For example, a sportsman may reduce his level of goal after realizing that he cannot attain higher level goal. A student, who fails to achieve high percentage of marks, may reduce his goal to an attainable level and avoid frustration.
- c) **Aggressiveness:** Many people may react to the situation in an aggressive way. Aggressive reaction is very common when some external obstacles like other people or object is the cause of frustration. He may attempt to cause damage to these sources.
- d) **Withdrawal:** When all the measures said above become ineffective, the individual develops feelings of helplessness, inadequacy and inferiority. These negative feelings make him to withdraw from the situation in order to avoid further damage.
- e) **Compromise:** In some cases the individual does not want to accept the humiliation due to failure, at the same time he is unable to face the situation also. So finally he will resort to compromise to save his self-respect.

- 3) Measures to Face Frustration:** However, we can save ourselves from the severe damaging effect to our personality and avoid painful experiences by adapting the following measures:
- a) Review the situation:** At times our perception of the situation may be wrong. Hence, review the situation again and try to understand the gravity of the situation. This will help you to adapt appropriate measures / steps. For example, financial level and career aspiration, inter group conflicts, etc.
 - b) Change our goals:** People tend to set the goals according to their level of aspirations. But these goals may be very high when compared to their abilities- leading to frustration. Hence, we have to set the goals according to our ability level. However, in case of frustration, the intelligent behaviour is to reduce the level of goal, change them or modify our desires. For example, a sportsman aspiring to jump 6', when found that he is not capable, may reduce the goal to jump only 5'.
 - c) Opt for substitute goals:** In some instances the original goals will be highly impossible to attain. But we cannot forgo completely and keep quite. But we can opt for substitute goals. For example, a student is not good in studies may shift his option to sports or cultural activities to gain recognition in the college. Most of the times substitute goals also give the same amount of satisfaction as the original goals give.

MULTIPLE CHOICE QUESTIONS

1) Which defense mechanism did Freud believe to be a sign of maturity?

- a) Repression
- b) Displacement
- c) Sublimation
- d) Regression

ANSWER: c

- 2) Shyam has an argument with her boss and yells at her kids when she gets home.
Which defense mechanism is Mary displaying?**

- a) Denial
- b) Rationalization
- c) Displacement
- d) Reaction formation

ANSWER: c

- 3) After being diagnosed with cancer, Gyan learns everything he can about his illness.
His response is an example of:**

- a) Intellectualization
- b) Regression
- c) Sublimation
- d) Rationalization

ANSWER: a

- 4) Tara gets fired and blames her job loss on her co-workers. This is an example of
which defense mechanism?**

- a) Displacement
- b) Denial
- c) Rationalization
- d) Sublimation

ANSWER: c

5) While she wanted to be a doctor, Jaya didn't get accepted to medical school and became a pharmacist instead.

- a) Acting out
- b) Compensation
- c) Avoidance
- d) Aim inhibition

ANSWER: d

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