Research Paper

Interaction Effect of Narcissistic Personality and Gender on Socio- Personal Adjustment among Prospective Teachers at Secondary Level

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Abstract: *Narcissism is a common and often relatively benign personality trait. The 9 traits of narcissism are arrogance, domineering, grandiosity, preoccupation with success and power, lack of empathy, belief of being unique, sense of entitlement, requires excessive admiration, exploitative and envious of others. Socio-personal Adjustment is defined as the interaction of organisms with other organisms and to their collective co-existence, irrespective of whether they are aware of it or not, and irrespective of whether the interaction is voluntary or non-voluntary.The study was conducted on 900 prospective teachers using stratified sampling. Narcissism Scale and Socio-personal Adjustment Scale were used. Two-way ANOVA is used for analyzing the data.The result shows that there is significant difference in the mean difference of Socio-personal Adjustment between male and female prospective teachers.The findings of the study revealed that the main effects of Narcissistic Personality Traits and Gender on Socio-personal Adjustment are significant.*
Key words: *Narcissistic personality Traits, Narcissistic Personality Disorder, Socio-personal Adjustment, Social Adjustment, Personal Adjustment, Prospective teachers.*

I. INTRODUCTION

Quality and excellence in the education sector is one of the major initiatives of the Government of India in its plans. To achieve the outcome of enhanced quality at all levels of education, Govt. of India has been focusing its attention on quality and excellence in higher education and teacher education. Teacher quality has produced voluminous studies that line many research libraries. Discussion on what it is, how it is developed, and its connection to student development have become the feature of educational slang in the 21st century. Teacher quality and the strength of educator's leadership are recognised as the greatest determinants of educational success. Teaching profession in India has much to celebrate. Our teachers and academic leaders are having a profound impact on our society.

Radhakrishnan (1948) deeply observed that, ―The teacher's place in the society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning.‖ The NPE, 1986 and its Revised Version 1992, remarked about teachers that ‗No system of Education can rise above the level of its teachers'. Teachers play an important role in helping people to develop their talents and fulfill their potential for personal growth and well-being. They acquire the complex range of knowledge and skills that they will need as citizens and as workers. It is school teacher who mediate between a rapidly evolving world and the pupils who are about to enter it. With the advent of standard based reforms, the quality of teachers has become a major concern. Every child deserves a quality teacher. In an era of increasing standards and accountability in education, teacher quality and teacher training will be more important than ever. In facing up to the numerous challenges to teacher education in the era of digital technology and globalization, this research will facilitate the quest for new teacher education for the future.

Education is a comprehensive and synthetic process, which helps in the development of the body, the nourishment of the mind, the sublimation of the emotions and regeneration of the spirit and its fulfillment lies in the unfolding of an integrated personality. A good teacher is required to have an attitude of love and sympathy

for children. The ideal character of teacher leaves an ever-lasting impression on the minds of his pupil. It is the teacher who can create a national perspective for understanding social and economic difference in the nation. The teacher should be a model to his own image in the minds of his students. Teacher's behaviour and

adjustment to his personal, professional and social life has a direct impact on the shaping up of students and thus a society.

Teachers should play an important role for the mental health of a nation. For this, teachers should have adequate socio-personal adjustment with pupils and environment. Adjustment is a continuous process in the human life. In fact, adjustment is the real essence of education and the most required quality of an educated individual. An individual since his birth attempts to adjust to his environment. Every individual develop his own unique way of adjustment in the society. According to this approach, personality is an individual's characteristic pattern of behaviour. Individual through his continuous reactions, attempts to adjust himself to his environment. We can say that the sum of the individual's movements as he adapts to his environment is his personality (Chauhan, 1978). In any education system the teacher is considered as the main instrument of accomplishing the aims of education but the present-day teacher is surrounded with several problems of adjustment. If they adjust with their environment only then they shall be able to make a strong nation.

Health of teachers, on social, physical and mental health domains adds to the efficiency not only to their professional growth and development but also to their personality. On one hand education develops to the full personality of the person in all fields and aspects making him intelligent, bold, courageous and possessing a strong good character, on the other hand, it contributes to the growth and development of society as well as. Narcissistic personality disorder (NPD), one of several types of personality disorders, is a mental condition or personality disorder, in which people have an inflated sense of their own importance, a deep need for excessive attention and admiration, troubled relationships, and a lack of empathy for others. But behind this mask of extreme confidence lies a fragile self-esteem that's vulnerable to the slightest criticism. People with NPD may be generally unhappy and disappointed when they're not given the praise or special favors they believe they deserve. Others may see them as snobbish and conceited, and may not enjoy being around them. NPD can cause problems in many areas of life, including: work, school and relationship.

A teacher, coach, professor or instructor who is narcissistic does the same behaviors with students as with any other relationship: It's all about him or her. The only students the narcissistic teacher "likes" are those who fit in with his or her expectations, comfort zone, and ego for whatever reason. Any students who don't fit are ignored, cast aside, dismissed, and even sabotaged, depending on the severity of the particular teacher's narcissism issues. Narcissistic teachers don't teach objectively, or with caring, or with empathy, or even sympathetically. Their goal is not to educate the whole class, and treat all of the students with equal respect, and be a positive, respectful role model and mentor for all the students.

He or she is only interested in the life and future of him or herself, and perhaps a little bit in chosen "Golden Students", but only because he or she wants their attention or company, and also wants them to reflect well on him or her. If a narcissistic teacher finds anything "unlikeable" about a student, that student will be treated with disdain, dismissal, or worse, literal sabotage or abuse. A student who exhibits anything that the narcissistic teacher feels uncomfortable about, annoyed by, prejudice against, or threatened by will cause the narcissist to treat them with disdain, just like a classroom peer might. It could be anything at all, something like a facial scar, or a certain last name, or a certain hair cut or clothing, or their family's "wealth" or "poverty", their family's political party, the student's tone of voice, the student's mannerisms, body type, height, face, etc. A student with a high level of talent, capability, apparent intelligence or "good looks" will immediately catch the attention of a narcissistic teacher, and the teacher will either make that student "Golden", or make that student a target, to be "knocked down" and "put in place", or just generally sabotaged. There will be no in between, no neutrality; narcissistic people don't have neutrality with other people. It's either "good" or "bad", "winner" or "loser", "Favored" or "Rejected". Obviously, the savvier narcissistic teacher will be keen on hiding his or her real motives and behaviors, just like any other narcissist, especially toward other adults. So if a student complains about them, the student will be ignored. There is no field of work that is immune to narcissists. Any jobs that place one in a position of authority over other people, and that also place one in a position to receive admiration and recognition from others are very attractive to narcissists. Adjustment and sound professional relations of a teacher with students, their parents, colleagues, and management may lead to their better mental health.

Interaction Effect

The scientific definition of interaction effect is "the differing effect of one independent variable on the dependent variable, depending on the particular level of another independent variable‖ (Cozby, 1997)

For the present study Interaction Effect is operationally defined as the simultaneous effect of the independent variables Narcissistic Personality Traits and Gender on the dependent variable Socio-personal Adjustment.

Narcissistic Personality Traits

Narcissism is a common and often relatively benign personality trait characterized by an inflated image of one's own worth, a strong sense of entitlement, and a tendency to act selfishly. The 9 traits of narcissism are

– arrogance, domineering, grandiosity, preoccupation with success and power, lack of empathy, belief of being unique, sense of entitlement, requires excessive admiration, exploitative, and envious of others; as assessed by the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition [DSM-IV]

For the present study Narcissistic Personality Traits is operationally defined as a self-love coloured with self-esteem comprising of the empirically identified 7 principal characteristics by Raskin and Terry (1988), namely authority, self-sufficiency, superiority, exhibitionism, exploitativeness, vanity and entitlement.

Gender

Gender is a term that refers to social or cultural distinctions associated with being male or female. Gender identity is the extent to which one identifies as being either masculine or feminine (Diamond 2002).

Socio-personal Adjustment

Social adjustment is defined as the harmonious relationship between one's self and other people; requires understanding of one's self, suitable relationships with parents and siblings, desirable relationships in neighborhood and community, and eventually, established long term congenial relationships with contemporaries: involves a continuous modification of personality. (Good, 1959)

Social adjustment is a process whereby the individual attempts to maintain or further his security, comfort, status or creative inclinations in the face of the changing conditions and the pressures of his social environment or the state or condition attained through such efforts.

Acclimation by someone to occupational and residential conditions within their community and family, particularly with regard to cultural interactions with those with whom regular personal contact is required (Psychology Dictionary, 2013). Personal adjustment is the act or process of harmonizing the personality with the demands of one's environment.

Socio-personal Adjustment is defined as the interaction of organisms with other organisms and to their collective co-existence, irrespective of whether they are aware of it or not, and irrespective of whether the interaction is voluntary or non-voluntary.

For the present study Socio-personal Adjustment can be operationally defined as the total score obtained for an individual's social and personal adjustment covering the dimensions gender, locale and type of management.

Prospective Teachers at Secondary level

Students undergoing B.Ed programme are considered as prospective teachers at secondary level for the present study.

Need and Significance

The quality, competency and character of teachers and their professional preparation depends on the quality of teacher preparation programme. Educational development has always been a fore runner of social change and development. Therefore, we have been striving hard to find appropriate responses to the challengers in the field of education, so as to make it a powerful vehicle of social change. The success of an educational system is largely depend up on the quality of teachers available to it and again the quality of teachers depend up on the quality of teacher education. The quality and efficiency of education and its contribution to national development rests on the quality and competence of teachers. Teacher educators can perform their duty well and impart the required skills and knowledge to the prospective teachers, if they are competent enough, if they possess proper abilities of psycho-social adjustment and if they are committed to their profession. Teacher's socio-personal adjustment and personality play an important role in determining student personality and development.

A teacher can work properly and would deliberately exhibit his teaching competence only when he is able to maintain a balance between two processes of adjustment. This is to say that the teacher should fit himself into given situation and changing the situation to fulfill his needs. Teacher adjustment is a state in which the needs of a teacher on one hand and the claims of his environment on the other hand are fully satisfied. It is interesting to view teacher adjustment as a social system proposed by Getzels (1963), who opines a social system as involving two classes of phenomena which are at once conceptually independent and phenomenally interactive. No two teachers are alike in performing the role behaviour expected of them, as the capacity to adjust with new environment would vary from teacher to teacher. Getzels (1975), further states‐―no two individuals are alike, even when they are presumably performing the same role. Each individual stamps the role with the characteristic style of his own personality. Not all teachers ―teach‖, not all pupils ―learn‖ at least not in the same way. Social behaviour is a function not only of normative expectations but also of personal dispositions, and the two may not coincide‖.

A well-adjusted teacher is likely to have a positive influence on his teaching and on his students. It is clear that although samples used, methods and findings differ; there is an agreement that a significant percentage of the teacher population is so maladjusted. This observation of Blair is in conformity with the assumption of the present investigator that a better adjusted teacher is desirable so as to make teaching competent better and better. Teacher education college environment casts its influence over the teacher educators' social adjustment. Social adjustment of teacher educators refers to choice of occupation, working conditions, relationship with colleagues and head of the institution, financial satisfaction, choice for promotion, decides one's adjustment to one's occupation and contribute significantly towards ones overall adjustment.

Malik (1996) explored that the overall adjustment of female pupil teacher was reported better than that of the male pupil teachers. Shakuntala and Satapathy (1999) found that female teachers were better adjusted than male teachers; Government school teachers were better adjusted than private aided school teachers and private unaided school teachers; marital status did have significant effect on adjustment of secondary school teachers with high mean scores for married teachers than unmarried teachers; age seemed to play a significant role with younger teachers making better adjustment than older teachers; experienced teachers made better adjustments than less experience teachers. Hota (2000) explored a highly significant positive relationship of organizational health with home adjustment, health adjustment, social adjustment, emotional adjustment and occupational adjustment. Sonia (2008) found that male rural teacher have more adjustment in comparison to male urban teachers and female rural teachers and female teachers are equally adjusted. Sunita (2008) concluded that teacher adjustment is correlated with age of the teacher, sex, and locality. Kumari (2010) explored that secondary school head masters differ in levels adjustment in age, experience and medium makes a significant difference, whereas sex, academic qualifications, locality, type of managements do not make a significant difference. Kaur and Shikha (2015) revealed that there is gender difference in adjustment of secondary school teachers. Ahmad and Khan (2016) shows that there is no significant difference found in the adjustment of secondary school teacher in relation to their Educational Qualification, Experience and Locality. Education according to a sociological viewpoint is a process of socialization may be seen as a process in which the culture of a society is transmitted to children. An individual's sense of themselves will involve and awareness of mental and physical attributes, as well as social roles.

It has been found at times that certain teachers may not be able to adjust themselves well and as result they appear to be indecisive, aggressive, getting into crisis situations, finding life purposeless, suffering from deep-rooted inferiority complex, finding difficulty in socialization, achieving deplorably low, indulging in avoidance of school duties and so on. It has also been seen most of the teachers' desires or goals are not within their reach-at times they have conflicting desires regarding their career moves lead to severe dilemmas in their minds. Some even show evidence of serious emotional problems in various other ways. In extreme cases some are out to destroy the very fabric of our way of life and try to damage the very institution. It needs hardly any emphasis that teachers with adjustment problems often prove as no comfort to themselves. A well-adjusted teacher is one —who is happy, free of all complexes and worries and efficient in his surroundings‖. To make it more complete, a well-adjusted teacher is one whose needs and satisfaction in life are integrated with a sense of social feeling and an acceptance of social responsibility (Johari, 2005). A sound knowledge of teacher adjustment processes is essential under the present situations, not only on order to enable a teacher to function well but also, in order to pave the way for a better adjustment and healthy progress of students.

—Intelligence plus character, is the goal of true education‖- King.Jr. (1947). Education is a mobile process of human life. It works all time in our brain and mind also. It learns to people how to change or modify their behaviour. Schools are not the places where students went to study but they are being considered as the temple of education where teachers play similar role being observed by the priest of any religious place. Teachers act as a bridge to fill the gap between students, principal, management and parents. Their cordial relation with students reflects in the behavior and speech of teachers.

The level of mental health of a teacher has been found affected with numerous personal as well as professional demands. A socially maladjusted teacher can never develop a sense of cooperation, responsibility, mass participation in social events, their obligation towards fellow being, society and country. Thus development of the personality of child and the teacher to a great extent depends upon the adjustment with environment. According to Gates and Jersild (1973) —Adjustment is a continual process by which a person varies his behaviour to produce a harmony relationship between himself and surroundings‖. According to Shaffer (1961) —Adjustment is a process by which a living organism maintains a balance between the needs and the circumstances that influence the satisfaction of these needs‖. Adjustment of a teacher is must for building a healthy teacher-pupil and teacher-teacher relationship. According to Mangal (2005) a teacher is personally adjusted if he is satisfied with his relationship with co-workers, employers, financial satisfaction, chances of promotion and self-expression. A teacher is socially adjusted if he feels comfort with the academic and general environment of the institution while working. The attributes that decide the personal adjustment of a teacher are: acceptance by family members and friends, satisfaction with his personal traits like physical and mental health, intelligence, speech, emotional stability, confidence, enthusiasm etc. In 1988, Aggarwal found a significant

difference between adjustment problems of more effective and less effective female teachers at primary level, the more effective teachers were better adjusted than their less effective counterparts. Singh in 2012 studied job adjustment of physical education teacher working in senior secondary schools and the analysis of data showed that male physical education teachers are better adjusted in their profession as compare to their female counterparts, also male teachers working in rural schools have better socio-psycho-physical, personal and overall adjustment than the same gender teachers working in urban schools.

Teaching is considered as one of the oldest and noblest professions. With the changing socio-economic scenario and increasing unemployment, the value of teacher and their professional concern with the job have forcibly undergone a change which adversely affect their mental health. The rise in magnitude of mental disorders, affecting millions of people all over the world has become a problem of grave-concern. It is predicted that the share of mental and neural disorders from total diseases will increases by 50% till 2020 (Gogajeh et al 2014). The mental health of teachers is of higher importance than other social groups for the role they play in the mental and intellectual health of students because the ultimate aim of education is to produce good citizens. The reputation of a school and its influence on the life of the community invariably depend up on the kind of teachers working in it. If teacher don't enjoy sound mental health, they cannot concentrate in teaching and retain the knowledge given to the students. The issue of teacher mental health has long been a topic of interest and concern to researcher in the field of education and psychology. The mental health of school teachers in India has been examined by several researchers and produced inconsistent results (Kaur, 2011; Dewan, 2012; Lath 2012; Galgotra 2013; Patel 2013).

Empathetic teaching empowers learners to hear their own particular voices, to respect the wisdom in their own voices, and to then critically examine their voices without either fear of defensiveness. Through education, we try to produce some desirable behavioural changes in pupils. It is not a mere presentation of facts, but an attempt to develop skills, attitude, personality and ways of thinking. We aim the personal and social development through education is for creating a better individual with a good personality. Narcissistic learning environments lack the proper flow of empathy, the teacher caught up in narcissistic patterns fails to consider, respect and understood the learner's emotional needs and intellectual viewpoint. The people are well educated and have high qualification even though it is surprising to see that they lack the real human values. Education is also a tri-polar process, includes– the teacher, the taught and the society. The teacher tries to modify the personality of the child in the light of the needs of the individual and the society to which he belongs. The major factors affecting the narcissistic personality are genetic factors and environmental factors. We have less control over the genetic factors but we can definitely improve the environment in which the child is living. The children spend most of their time in the schools and influenced by the personality of teachers. It is possible to take the remedial measures once the narcissistic traits or disorder is identified. The study will help to light in to the area of personality disorder among the teachers and the importance to test it.

Unfortunately, narcissists in positions of high visibility or power, particularly in the so-called helping professions (medicine, education, and the ministry)—often do great harm to others. Recently, a number of books and articles have been published within the religious, medical, and business communities regarding the problems caused by professionals with NPD (Narcissistic Personality Disorder). Narcissistic teaching is teaching persons who are subjectively (but unconsciously) perceived as a part of the self. Narcissistic mentoring involves the love/approval of another person because that person mirrors the self. Miller's work is especially helpful because she identifies how the talented individuals, those with particular gifts for intuiting the expectations of others and for selectively attuning to those expectations are susceptible to narcissistic patterns.

The society would have high crime rates, white collar and violent – as people take whatever they feel entitled to, says Barry (2011), a psychology professor at the University of southern Mississippi and lead editor of ―Narcissism and Machiavellianism in youth‖. The recent studies conducted in India (Helode, 2006) also reveal the presence of young people with narcissistic personality traits. The study conducted (Beena, 2018) in Kerala also states the narcissism among young generation. Narcissistic features affect the dynamic processes of interpersonal behavior and daily life. Patients higher in Narcissistic Personality Disorder feature were more likely to respond with quarrelsomeness when they perceived their interaction partner as behaving more dominantly. The link between perceptions of dominance and quarrelsomeness was mediated by a negative effect. Narcissism is associates with significant interpersonal problems (Gurtman,1992; Ogrodniczuk, Piper, Joyce, Steinberg, & Duggal, 2009) and negative impacts on others (Campbell, Bush, Brunell, & Shelton, 2005; Campbell, Foster, & Finkel, 2002).Even, the social processes driving narcissism's negative impacts exert cumulative effects, and spoiling early advantages (Miller, Campbell & Pilkonis, 2007; Lavner et al., 2016; Oltmanns & Turkheimer, 2009; Paulhus, 1998). However, little systematic research has addressed the manner in which narcissism influences social situations in daily life. To date, most investigations into narcissism's interpersonal effects have relied on either retrospective self-reports (Wright et al., 2013) or laboratory experiments (Bushman & Baumesiter, 1998; Thomaes, Bushman, Stegge, & Olthof, 2008).

The study can help to explore the narcissistic personality traits among the prospective teachers and can also make realize the importance of using a personality disorder identification test along with the evaluation.

The identification of the Narcissistic personality traits will help to reduce the victimization. A person with narcissistic disorder will get effected his everyday life negatively. In general, the person may be unhappy with the life and disappointed when others are not admiring or giving special treatment and attention. Their personal and social relationships are likely suffering and People with narcissistic personality are unable to realize the damaging effects of their own behavior, causing problems to themselves and others. Students with narcissistic personality style are apt to challenge instructors on relatively minor matters. There are some indications that these current generations of college students include more people who exhibit self-entitled bahaviour. In past students seemed to be somewhat more differential more conforming and more self-sacrificing. The increase in personality disorder has implications for both student class room behavior and the manner in which faculties effectively teach and manage the classrooms. A study to find out the adjustment problems of prospective teachers is a need of the time. It may in turn be useful to develop and implement suitable schemes and reforms to overcome their adjustment problems and will help them to become a well-adjusted personality. Thus they can grow up without having any severe psychological problems and become successful members of the society.

In order to become an efficient and effective teacher, one must possess the personality traits essential for a good quality education. Hence, there arises a need to assess the personality of student teachers as they are further educators. Narcissism possesses numerous detrimental characteristics for both society and individuals. In a broader scope, the entire society will suffer from a possible increase in narcissistic personality tendencies in an entire generation of its citizens. Narcissism may be an inherent part of today's youth. If we want to develop capable, confident, productive members of society for the next generation, something needs to be done to the narcissistic revolution. More research needs to be done to determine the narcissistic individuals in a society and take adequate measures to make a better generation ahead. Keeping all these matters, the present study is an attempt to find out the main and interaction effect of Narcissistic Personality Traits and Gender on Socio-personal Adjustment of Prospective Teachers at Secondary level.

Objectives of the Study
The objectives set for the present study are as follows.
1. To find out the extent of Narcissistic Personality Traits of Prospective Teachers at Secondary level.
2. To test whether the variables Narcissistic Personality Traits and Gender have significant main effects on Socio-Personal Adjustment of Prospective Teachers at Secondary level.
3. To test whether the variables Narcissistic Personality Traits and Gender have significant interaction effect on Socio-personal Adjustment of Prospective Teachers at Secondary level.

Hypotheses
The hypotheses of the present study are-
1. The main effects of the Narcissistic Personality Traits and Gender on Socio-personal Adjustment of Prospective Teachers at Secondary level are significant.
2. Interaction effect of the variables Narcissistic Personality Traits and Gender on Socio-personal Adjustment of Prospective Teachers at Secondary level is significant.

Methodology
It deals with precise description of the sample, method, tool and statistical techniques used for the study.

Sample
The population under study is prospective teachers at secondary level. The study is proposed to be conducted on a sample of 900 prospective teachers at secondary level drawn from teacher training colleges under University of Calicut using stratified sampling technique.
Method
Survey method is suitable for the present study.
Tools used
Two tools used for measuring Socio-personal Adjustment and Narcissistic Personality Traits are-
1. Socio-personal Adjustment Scale (Mumthas & Nasla Mol, 2020)
2. Narcissism Scale (Helode, Hasan & Helode, 2008).

Statistical techniques
Apart from the preliminary analysis, the following statistical techniques were used in the study for analyzing the data.
1. Preliminary Analysis
2. Percentiles
3. Two-way ANOVA with 5 X 2 Factorial Design
4. Test of significance of difference between means for large independent samples.

II.   REVIEW OF RELATED LITERATURE
The present study is an attempt to find out the Interaction effect of Narcissistic Personality Traits and Gender on Socio-personal Adjustment of Prospective teachers at Secondary level. It attempts to study the two independent variables on the dependent variable Socio-personal Adjustment of Prospective teachers at Secondary level. The study intends to find out individual and combined effect of Narcissistic Personality Traits and Gender on Socio-personal Adjustment of Prospective teachers at Secondary level.

To have an understanding of the nature of study in this area, the researcher has gone through the relevant literature.

The review is presented here under the following headings.

Theoretical Overview
Narcissistic Personality Traits
―As a man thinketh in his heart, so is he‖ - King Soloman

The problem of adjustment is inseparably bond up with the nature of human personality. An individual since his birth attempts to adjust to his environment. Every individual develops his own unique way of adjustment in the society. According to this approach, personality is an individual's characteristic pattern of behaviour. Individual through his continuous reactions, attempts to adjust himself to his environment. We can say that the sum of the individual's movements as he adapts to his environment is his personality (Chauhan, 1978).

A well-adjusted person is one with good mental health and to have mental health, one must have good use of the science of mental hygiene which deals with the principles of living. The role of teachers and parents in this field is very important. The future of the nation depends on well-adjusted individual. Individuals must be helped to face the social, economic, religious and political problems of the day. These challenging situations can be successfully met, if they are helped to maintain good mental health and make effective adjustment.

Historically speaking the term narcissism was coined by Ellis in 1898 to refer to a sexual perversion characterized by the taking of the self as a sexual object. Freud (1914/1957) in his essay, "On Narcissism" broadened the term to include any aspect of thinking and feeling in which the major emphasis was on oneself. The old Greek tale of Narcissus (i.e. the handsome youth who felt in love with his own reflection in a pool of water and transformed into a flower) is also accepted as the source of the term narcissism. In terms of the self, narcissism refers to any aspect of the complex state of self-esteem, and includes such things as overweening pride, arrogance and sensitivity to insult (Kazdin, 2002).

Freud (1914) thought of narcissism as the "Love of the self", in terms of the libidinal drive. According to him a narcissist is a person in love with himself who obtains his/her sexual satisfaction from admiring himself/herself in mirror and caressing his/her body as if it were that of another person. In this sense, narcissism can be considered as a basic human tendency ranging from normal to abnormal poles. In due course of time the phenomenon of narcissism was considered by clinical psychologists and psychiatrists as personality disorder and in 1980 it was included in the third edition of the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders (DSM III). The DSM IV described narcissistic personality as possessing a grandiose sense of self importance. Notable are the individual's exhibitionism and desire to gain attention and admiration from others. Thus manual's diagnostic description and criteria for the narcissistic personality include:
(1) Inflated self-image, (2) Inter-personal exploitativeness, (3) cognitive expressiveness, (4) Insouciant temperament and (5) Deficient social conscience (Corsini and Auerbach, 1998).

Thus, the diagnosis of a narcissistic personality disorder was not officially recognized until 1980. The narcissistic conflicts and traits, however, have been recognized and researched for some time by psycho-dynamically oriented clinicians and personality trait researchers. Narcissistic personality disorder is one of the less reliably diagnosed personality disorders, due to substantial amount of clinical judgment that is necessary to assess for the presence of diagnostic criteria (e.g. lack of empathy, arrogant attitudes and need for excessive admiration). This disorder is diagnosed more often in males than in females (Widiger and Sanderson, 1997).

According to Kernberg (1991) adolescent narcissistic persons are likely to be self-centered, assertive, gregarious, dominant and perhaps arrogant. Their motivation for success and their sustained self-confidence in the phase of setbacks may indeed be helpful to their advancements and achievements. However, their relationships with friends and colleagues will often become strained as their exploitation of others for their further success, their need for differential admiration and their lack of empathy for the needs and concerns of others, become more evident. Interpersonal relationships may be easy for them to develop, but difficult to sustain. As parents they may attempt to live vicariously through the achievements of their children. Their own sense of personal adjustment and self-esteem may be fine as long as they continue to experience or anticipate success. However, they are prone to anxiety disorders when anticipating threats to self-esteem, and mood or substance-related disorders when they experience failure. Some may not experience any maladaptivity until

middle age, when they may finally begin to question the excessive priority they have given to achievement and status.

The etiology and pathology as pointed out by Kazdin (2002) of narcissistic personality disorder is unclear. There have not been any studies on the heritability of the disorder. Theories of etiology have been primarily sociological, psychodynamic and interpersonal because a decreasing importance is given to familial bonds and an increasing importance is given to materialism, self-esteem and self-satisfaction by the diseased persons. Excessive narcissism may also develop in part through a contingent provision of parental attention and affection. Other theorists opine that persons with this disorder receive an excessive idealization by parental figures, which they incorporate into their self-image. Conflicts and deficits with respect to self-esteem do appear to be central to the psychopathology of narcissistic personality disorder. Self-esteem is contingent upon success, accomplishment or status. Their feelings of insecurity may be masked by an overt indifference or a disdainful devaluation of the opinions of others, but the pathology may still be evident in such cases by excessive reliance and importance given to status and recognition. Some narcissistic individuals may in fact envy most of those persons who are truly indifferent to success and criticism, and who can enjoy a modest, simple and unassuming life.

While reflecting upon narcissism as a personality trait, Woodworth (1961) opined that, "the schizophrenic is withdrawn from the world, has lost his interest in persons and objects and seems to be wholly absorbed in his own self. Freud said that the schizophrenic has withdrawn his libido from external world, probably because of disappointment or disillusionment in love and has centered his love life on himself. Because of this extreme narcissism he is distinctly abnormal, a psychotic. But an individual may be narcissistic to a degree without being deranged. Just as a lover, "sees with eyes of love", instead of viewing the loved person objectively, so the moderately narcissistic individual will view himself lovingly rather than coolly and objectively, overrating his charms and merits and underrating his faults. By this standard everyone is somewhat narcissistic." Following this line of thinking some psychometrically oriented psychologists attempted to measure narcissism as a personality trait. For instance, Raskin and Hall (1979) developed a narcissistic personality inventory for adults. This inventory is not necessarily a measure of personality disorder rather it is regarded as a measure of the degree to which individuals differ in a trait, which they called narcissism. Some of the theories related to Narcissistic Behaviour including Psychoanalytical theory (1914) by Freud, Object-Relationship theory (1964) by Jacobson, Kemberg's theory of Narcissism (1970), Kohut's theory of Narcissism (1971 & 1978) are given below.

Freud (1914), in accordance with his psychoanalytic thinking, thought of narcissism in terms of the libidinal drive. He viewed this as an explanation of the self-centeredness of schizophrenia, dreaming and hypochondria. He called the earliest stages of infant development, the narcissistic stage of development.

Jacobson (1964) viewed narcissism in object-relationship terms. He developed the concept of self-representations (the images and ideas one has of oneself) and described the intricated interplay of feelings of both love and hate directed towards self-representation in the development of self-esteem. Those self-representations, which consists of an ideal view of the self and one's view of an ideal love object, an ideal relationship, together form a structure in the mind called the "ego-ideal". To an important degree, self-esteem is determined by the degree of success one achieves in striving to meet those ideals.

By this time, according to Kazdin (2002), the term narcissism has shed its burden of drive theory and had come to be used almost exclusively to mean self-esteem. The pejorative tone that had invested it began to disappear with the recognition that the term had been used to designate both "good" self-esteem based on non-conflectual identifications and solid accomplishments, and "bad" self-esteem based on defensive and compensatory fantasies of grandiosity and the depreciation of others. Thus, attention has been turned to clinical aspects of narcissism. Reich (1933) described a common solution to feelings of inferiority and inadequacy (disturbances of narcissism or self-esteem) in women, namely the choice of a partner who had the aggressive and powerful features that the women herself once desired.

In 1970's, Kohut (1971) focussed attention on narcissism and proposed a theory of the development and treatment of narcissistic disorders. He viewed narcissism as developing in two structures, which together constituted Freud's ego-ideal. The first consisted of the grandiose self, which embraced those self-representations which were the part of the individual's grandiose fantasies, as, for instance, in young children's normal fantasies that they can do or be anything. The second, the idealized parent image, was comprised of the internalized idealized pictures of the more or less perfect parents. Together, these structures determine individual's ideals and ambitions. In people who are relatively healthy, these ideals and ambitions become more realistic overtime, and self-esteem derives in part from realistic attempt to attain them. In narcissistic disorders, both these idealized views of what one can be and the person's view of who he is may remain grandiose and unrealistic, leading to a fragile and unrealistic sense of self-esteem.

No matter how well developed self-esteem may be, it still requires support from others. Kohut (1978) called those who provided such support, "self-objects". Kohut described several specific ways in which narcissistic patients make use of relationships. They may idealise the other person and bask in their perfection,

or they may treat the other as important only if the other reflects and supports their own centrality. The relationship can be thought of as narcissistic if the individuality of the other is ignored and the focus in one way or another is on the person himself rather than his partner. In therapy, these modes of relating led to specific types of transference and to specific methods of working with them. This in turn led to the development of the school of self-psychology and has had an enduring effect on broadening the scope of psychotherapy and psychoanalysis.

Kemberg (1970) took a very different view. He saw the narcissism of narcissistic personality disorder as rooted in the pathological early object relations. The mirror and idealized transferences are seen as defensive positions overlying primitive conflict, rage, fear and aggression. He emphasized the analysis of character structure with special attention to the defenses peculiar to this type of personality and to the intense, primitive rage which he found in all such patients. Thus, Kernberg made, a valuable ' contribution', in understanding theoretical aspect of narcissism.

Ivey (1999) reflected on destructive narcissism and put forth various object relations theories of this construct. According to him destructive narcissism is characterized by a perverse alliance between the self and omnipotent bad internal objects.

Hopkins (1999)explained how there is value in both approaches (one emphasized narcissistic illusions as defensive retreats from acute ambivalence; and another emphasized narcissistic illusions as developmental opportunities) and suggested that more attention should be given to the wider role of object relationships in the development of narcissism, a view supported by attachment theory.

Rovik (2001) treated overt and covert narcissistic disorder with the help of psychoanalytic psychotherapy and described the attachment process to the therapist and the patient's gradual acceptance of healthy dependency for emphasizing "self-psychological" theoretical framework of narcissism.

Morf and Rhodewalt (2001) proposed a dynamic self-regulatory processing model of narcissism and reviewed supporting evidence for the model. The model casts narcissism in terms of motivated self-construction, in that the narcissist's self is shaped by the dynamic interaction of cognitive and affective intrapersonal processes and interpersonal self-regulatory strategies that played out in the social arena. A grandiose yet vulnerable self-concept appears to underlie the chronic goal of obtaining continuous external self-affirmation. Because narcissists are insensitive to others' concerns and social constraints and view others as inferior, their self-regulatory efforts often are counter-productive and ultimately prevent the positive feedback that they seek, thus undermining the self they are trying to create and maintain. Re-conceptualizing narcissism as a self-regulatory processing system promises to resolve many of its apparent paradoxes, because by understanding how narcissistic cognition, affect and motivation interrelate, their internal subjective logic and coherence come into focus.

Stein (2003) postulated the irrational functioning of Long Term Capital Management (LTCM) and proposed a psychoanalytic theory of organizational narcissism as a means of explanation. This theory comprises of the well explored themes of organizational narcissism such as hubris, omnipotence and omniscience, as well as newer themes of contempt, triumph and the embeddedness of narcissism in the organization's socio-technical system.

Hotschkiss (2005) opined that in the 90 years since Freud opened the dialogue on narcissism, successive theorists have taken turns at defining what it is, where it comes from, whether or not it is healthy and what to do about it when it is not. He summarized the history of narcissism theory and offered thumbnail sketches of what narcissism looks like from the perspective of several major theorists. From this conceptualizations are derived, six key concepts that recur in narcissism theory : (1)differentiation; (2) internal objects; (3) primitive defenses; (4) envy; (5)-super ego development and (6) affect regulation.

Thus, it seems that most of the theories of narcissism are coloured with pathological overtone and does not give sound theoretical footing to explain the phenomenon of narcissism as observed among normal individuals.

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II- Object-Relationship Theory by Jacobson (1964)

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III- Kernberg's Theory of Narcissism (1970)

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IV- Kohut's theory of Narcissism (I971)

Kohut (1971) focused attention on narcissism and proposed a theory of the development and treatment of narcissistic disorders. He viewed narcissism as developing in two structures, which together constituted Freud's ego-ideal. The first consisted of the grandiose self, which embraced those self-representations which were the part of the individual's grandiose fantasies, as, for instance, in young children's normal fantasies that they can do or be anything. The second, the idealized parent image, was comprised of the internalized idealized pictures of the more or less perfect parents. Together, these structures determine individual's ideals and ambitions. In people who are relatively healthy, these ideals and ambitions become more realistic over time, and self-esteem derives in pan from realistic attempt to attain them. In narcissistic disorders, both these idealized views of what one can be and the person's view of who he is may remain grandiose and unrealistic, leading to a fragile and unrealistic sense of self-esteem. In I978 Kohut again expressed the well-developed self-esteem also requires support. He called those supports as _self-objects'. Kohut described several specific Ways in which narcissistic patients make use of relationships. They may idealize the other person and bask in their perfection, or they may treat the other as important only if the other reflects and supports their own centrality. The relationship can be though_ of as narcissistic if the individuality of the other is ignored and the focus in one way or another is on the person himself rather than his partner in therapy, these modes of relating led to specific types of transference and to specific methods of working with them. This in turn led to the development of the school of self-psychology and has had an enduring effect on broadening the scope of psychotherapy and psycho analysis"

Socio-personal Adjustment

According to Good (1973) —adjustment is the process of finding and adopting modes of behavior suitable to the environment or to the changes in the environment. The dictionary meaning of the word _adjustment' is to fit, make suitable, adapt arrange, modify, harmonize, or make correspondent. Thus when we make an adjustment between two things, we adapt or modify one or both of them to correspond to each other. In some situations one of the factors may not be changeable and so the one which is, has to be modified in some way to suit the other. According to Darwin's theory those who can adjusts to the need of changing conditions can live happily and successfully while others either vanish, lead miserable lives or prove a nuisance to society. According to Singh and Kang,(1973) Adjustment is a precarious and over changing balance between the needs and desires of the individuals on the one hand and the demands of the environment or society on the other.

Psychologists and educators have long been concerned with the concept of adjustment. Adjustment is the established of a satisfactory relationship as representing harmony, conformance, adaptation of the life (Webster, 1951). Adjustment is the continuous process in which a person varies his behaviour to produce a more harmonious relationship between himself and his environment (Gates and Jersild, 1948). Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfactions of these needs (Shaffer, 1961). From above 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 the environment and its influence on the individual on the other hand. Shaffer's (1961) 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. Gantes and Jersield (1948) mentioned that adjustment is a harmonious relationship between 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 behavior.

The term adjustment refers to a harmonious relationship between the person and the environment .The degree of harmony depends upon two things (1) certain potentialities within a person and (2) character of environment. A person is said to be adjusted when he is so related to reasonably adequate environment that he is relatively happy, efficient and has a degree of social feeling. In simple words adjustment is an all-inclusive term meaning relationship between an individual and his environment through which his needs are satisfied in accordance with social demands. The life and his environment are closely related to each other. The man in order to keep equilibrium in his life has to constantly strive to maintain proper adjustment with his environment. The relation of life and environment is complex because all its natural, psychological, biological, social and

cultural aspects are significant as it is with these aspects that a man makes his adjustment to maintain his existence.'

Piaget has studied the adjustment process from different angles. He used the term assimilation and accommodation to represent the alternation of oneself or environment as a means of adjustment. A person who carries his values and standards of conduct without any change and maintains these in spite of major changes in the social climate is called assimilator. The person who takes his standards from his social context and changes his beliefs in accordance with the altered values of the society is called the accommodator. In order to adjust successfully in society a person has to resort to both the devices i.e. assimilation and accommodation. The problem arises when socio-psychological needs are not fulfilled and it often results in maladjusted behaviour. However, when these needs are completely satisfied, a temporary state of equilibrium is established in the organism and the activity towards that goal ceases. Thus healthy adjustment is a process whereby an individual meets his biological, psychological and social needs successfully and establishes a balance between his inner needs and external demands of the society through appropriate behavioural response.

Socio-personal is defined as the interaction of organisms with other organisms and to their collective co-existence, irrespective of whether they are aware of it or not, and irrespective of whether the interaction is voluntary or non-voluntary. There exists a very close relationship between individual and society like that of cells and body. Both are complementary and supplementary to each other. There can be no society without individuals. Similarly individual can't be a social animal unless he lives in society. This close relationship and mutual dependence between society and individual justify the famous statement of Aristotle (2300 years before) that ―Man is a social animal, He who lives without society either a beast or God‖. Development of human mind and self is possible only by living in society. Society moulds our attitudes, beliefs, morals, ideals and thereby moulds individual personality. With the course of living and with the process of socialization man's personality develops and he became a fully-fledged individual. From birth to death individual acquires different social qualities by social interaction with his fellow beings which moulds his personality. Individual mind without society remains undeveloped at infant stage. Society preserves and transmits culture to succeeding generations.

This broad two-field division is in consistence with the common practices of classifying adjustment difficulties into conduct problems (social adjustment) and personality problems (personal adjustment). Social adjustment is a process whereby the individual attempts to maintain or further his security, comfort, status or creative inclinations in the face of the changing conditions and the pressures of his social environment or the state or condition attained through such efforts. Personal adjustment is the act or process of harmonizing the personality with the demands of one's environment.

Social Adjustment

Social adjustment can be defined as a psychological process. It frequently involves coping with new standards and values. In the technical language of psychology, getting along with the members of the society, as best as one can is called adjustment. Social adjustment defined ―adaptation of the person to the social environment. Adjustment may take place, by adapting the self to the environment or by changing the environment‖(Campbell, psychiatric dictionary, 1996). Adjustment or adaption to one's society is another important aspect of the total adjustment of a person. It can be called social adjustment. It is a process in which a person maintains a harmonious relationship between himself or herself and others. It requires cordial relationship with parents and siblings, desirable contacts and relation with neighborhood, community school, and eventually established long term congenial relationship with contemporaries. It reflects in considering right of others as equally important as his own will, possession of social skills like communication, tendency to abide by the rules of the society, keeping oneself away from anti-social tendencies, cohesion with family, harmonious relation with colleagues or classmates, and effective coping skill that enables one to deal with adverse circumstances etc. Social adjustment is a process whereby the individual attempts to maintain or further his security, comfort, status or creative inclinations in the face of the changing conditions and the pressures of his social environment or the state or condition attained through such efforts. Social adjustment refers to the condition of fitting in to one's community or society and satisfying its conditions and requirements. It is relatively harmonious relationships within and between individuals and groups (Basavanna, 2000).

Personal Adjustment

Personal Adjustment refers to adjustment of the person in and to himself or herself. It is concerned with the satisfaction of one's physiological and psychological needs. Personal adjustment is a harmonious relation with the environment. Environment here is understood as one's psychological/ behavioural environment which interacts with the ego in terms of the ego's needs, interests and values- both marital and spiritual. Personal adjustment is the act or process of harmonizing the personality with the demands of one's environment. Concept of personal adjustment is the process of gaining, keeping or regaining a sense of wellbeing. When an adjustment technique preserves one's sense of well-being and at the same time fosters effective maintenance in the environment, it is adaptive. A series or sequence of adaptive adjustment techniques constitutes the adaptive

process of interactive integration. While all adjustment processes are directed toward the preservation of a sense of well-being, adaptive techniques may preserve the sense of well-being and jeopardize effective maintenance in the environment. Such a technique is non adaptive. The necessity of using adjustive techniques arises because of the existence of demands that the environment makes upon the individual, demands that he makes upon himself and the environment.

The Phenomenological View of Adjustment

Phenomenologist believes that it is possible to understand an individual only through his own subjective frame of reference. Thus each individual must ultimately judge for himself the adjusting quality of his actions. A major problem with the phenomenological view of adjustment process is its failure to provide a way of understanding the manner in which individuals can be influenced by objective reality, particularly those aspects of reality of which they are not aware. The existential view of adjustment process emphasizes that all people are uniquely responsible for their own destiny which is continually being shaped by the life decisions that they make.

Humanistic theory of Adjustment

Some contemporary investigators have offered other alternatives to Freud's position on human moral nature. In this view people are seen not as innately evil, but as innately good. Roger and Maslow are two exponents of this position. It is of particular interest that Maslow's view, like Freud's, places strong emphasis on the biological determinants of human nature, but then comes to the opposite conclusion about its basic direction. Maslow regarded all people as having the potential for positive growth and given a favorable environment as capable of intimately reaching the stage of self-actualization or fulfillment of their innate potentials. A rough analogy might be drawn between Maslow's view of the growth and development of personality and growth and development of a seed in to a plant and finally, given favorable condition, into the flowers whose basic nature was originally contained in the seed. The _best' of most well-adjusted people are those who have developed successfully through their formative stages and have reached the highest stage, self-actualization, in which their basic potentials are expressed most fully and completely. Maslow's humanistic theory of personality states that people achieve their full potential by moving from basic needs to self-actualization.

Psychodynamic Theory

One of the modern pioneers in the study of human adjustment, and probably the most influential of any time was Freud. Not surprisingly in light of the commonly held opinion of humans as basically evil, Freud took the view that people are governed by instinctive of biologically based forces of negative kind. In fact it might be considered that one of Freud's important contributions to the advancement of knowledge of human nature was his adaptation of the theologically based notion of human as evil for the psychologically based nation of —bad motives‖ from his work with emotionally disturbed individuals. Freud developed his psychoanalytic theory in which the basic —driving forces‖ are biologically based, undifferentiated sexual and aggressive energies or drives. These drives, which are the core of traditional psychoanalytic theory, are the —bad motives‖. In the process of socialization (which is in some ways analogous to the theological concept of redemption), one learns socially acceptable ways to discharge these biological energies.

Existentialism's theory of adjustment

A specific phenomenological position regarding adjustment is offered by existential psychology. Existentialists argue that we are each individually and uniquely responsible for our own destiny. Each person thus actively decides or is continually deciding, upon a particular path of action. For the existentialists life is a constant series of decision some of which may appear trivial or inconsequential. It is the pattern of these decisions, and their consequences that really determine the quality of the individual's adjustment. In making these decisions the individual's —Free Will‖ is emphasized above environmental influence past experience or internal psychological or biological states. Thus, each person is seen as actively deciding his or her own fate and therefore responsible for the consequences of the decision that are made.

In examining the existential view of human adjustment behaviourly oriented psychologists, including the others find difficulty in translating it into practical psychology for understanding everyday behaviour. If behaviour is a consequence of truly free decision- making process, and if an analysis of behaviour need not concentrate on prior experience or stable personality characteristics, then human behaviour is beyond our understanding in traditional scientific terms. The existential point of view originated as philosophical position and has not yet been widely accepted in contemporary psychology at least in the United States. The interested reader will find more complete and sympathetic accounts in the work of Bugental 1965 and May, Engel and Ellenberger 1958.

Behavioural Theory of Adjustment

Behaviour psychology developed in part as a reaction against psychodynamic theory. Well-adjusted people are they who have learnt behaviours that help them to deal successfully with life's demands, and maladjusted people are people who have learnt behaviour that prevents them from dealing successfully with life's demands. According to most modern behaviourist's not just observational learning but many kinds of learning are influenced by purely mental processes.

Types of Adjustment

Adjustment behaviour can be conveniently approached in terms of a dimension ranging from highly adaptive to highly un-adaptive. The dimension is also sometimes viewed as referring to acceptable versus unacceptable behaviour or normal versus abnormal behaviour because the concept of normal behaviour is so widely used in discussing psychological adjustment. It is difficult to define what is meant by adjusted versus maladjusted or normal versus abnormal behaviours and there is no single definition that is entirely satisfactory. One possible definition is statistical so that anything uncommon would be called abnormal. Also, what is normal would differ from one culture to another. There are also ideal definitions of normality, in which any natural function is normal, and there are religious prescriptions for what is normal. Each society tends to develop its own practical notions as to what is normal, and it is often simplest to take the practical approach.

A) Well-Adjustment

Human behaviour normally represents efforts on the part of the organism to avoid tension trouble and other unpleasant consequences. This process by which a living organism acquires a particular way of acting or behaving or changes an existing form of behaviour is called adjustment.

There are two types of adjustments adjustment to external conditions and adjustment to internal condition. As the person grows older, adjustment to external conditions assumes more and more importance compared to adjustment to internal condition. Internal adjustment involves adjustment to different types of situation. First there are the physical conditions like weather, space, time and other material demands. The next sets of conditions refer to the people around us. Social adjustment can take place even in the absence of other social adjustment. It falls under two categories to other people who are directly present and to ascertain standards and norms of behaviours which are generally accepted by everyone. Internal conditions also are of different types. A person who feels hungry eats the food to satisfy his hunger. This may be called biological adjustment. General Individuals are able to make effective adjustment.

Characteristics of Well–Adjusted People

Maslow (1970) focused his research on extremely well-adjusted person. He mentioned characteristics of well-adjusted person as bellow.

1. Practical and realistic attitude towards self, other and the world

Well-adjusted persons have a practice of the realistic attitude towards themselves. Most of the time they have a fairly clear idea of their capacities and weaknesses: they accept themselves with all their limitations.

2. Ability to accept people and world

Well-adjusted people feel good about themselves. So they can accept other people even if they are different from them. Well-adjusted people do not approach others with a prejudiced mind; they have basic trust on them.

3. Feeling of psychological security

Well-adjusted people feel psychologically secure they are not over anxious so they can accept unpleasant emotion such as anger and fear in themselves.

4. More efficient perception of reality

Well-adjusted people perceive people and situation in a realistic way. They see things as they are and not as they wish them to be, so when problem arises they can solve it more efficiently.

5. Able to give and receive affection

Well-adjusted people are able to develop intimate relationship with other so they express their feelings freely.

6. Empathy -

Well-adjusted people can understand others, because they have a capacity for empathy. Due to this capacity for empathy well-adjusted peoples' relationships with others is fairly harmonious.

7. Ability to be productive

Well-adjusted people are aware of their capacities. They use these capacities to a fuller extent. They attempt to solve problems, and not avoid them. Further they are success-oriented. That is they approach work in a much more optimistic manner. So they can attempt or take new jobs. They accept additional responsibilities without being afraid of failure.

8. Creativity

Mentally healthy people are creative. This creativeness need not be in the usual forms of writing book, composing music, or producing artistic works. It can be more humble. The creativeness of mentally healthy persons means that they tend to approach their work in their own special way.

9. Ability to control one's environment

Well-adjusted people try to change the circumstances in their favors. They have the courage to face to consequences of their actions and decisions.

10. Flexibility

Mentally healthy people have an ability to change themselves when the situation demands.

11. Independence from culture and environment

Mentally healthy people have their own judgment about what should be done in a given situation.

12. Democratic character

Maslow maintains that mentally healthy people are democratic. They practice democracy by recognizing the rights of others and by willingly hastening to their view point.

13. Knowing when to worry and when not to worry

A mentally healthy person is realistic. He judges the situation to determine whether he has something to worry about. The above characteristics of well-adjusted personality are based on the human potential movement. The main psychologists who are leaders of this movement are Maslow and Rogers.

B) Mal-adjustment

It was pointed out above that in many instances adjusting behaviour is not effective. The effectiveness of adjusting behaviours can range from complete effectiveness to total in effectiveness. In extreme cases, the ineffectiveness may result in being maladjusted. On the other hand in instances where the behaviour of the individual, while not contributing to effective adjustment does not, however, result in a disruption of existing conditions, the behaviours is said to be non-adjusting.

In non – adjusting reaction the individual avoids the problem and his needs are ignored and not really satisfied. These needs, however very often, continue without the awareness of the person and no learning or growth takes place. Mal-adjustment behaviour is unrealistic and the problem continues instead of getting solved. The individual, instead of overcoming the problem, speeds all his entry and resources in struggling against the demands of his needs as well as external reality. Maladjusted reaction results because of a number of factors. Some of these factors are biological, some are social and situational and large majority of them are psychological. Prolonged illness, brain-injury etc. are some of the biological and organic causes.

Characteristics of Mal-adjustment

1. Failure to problem solving techniques

Due to the lack of self-confidence a maladjusted person has poor capacity for dealing with everyday life situations.

2. Excessive behaviour

Maladjusted people do not react to situation realistically. Their reaction is excessive. This make them indulge in such activities as excessive drinking over irritability and over anxiety.

3. Disturbance of thought

Thought disturbance affects the perception and beliefs of maladjusted people. The main features of these are the occurrence of hallucinations and delusions. A person may see or hear things when there is nothing to be seen or heard or he may have beliefs which go against evidence when thought disturbances become serious.

4. Emotional disturbance

Emotional reaction of maladjusted people is extreme. They may in value apathy, complete lack of emotional feelings, excessive cheerfulness, or long-lasting depression.

5. Rigidity of behaviour

Maladjusted people find it difficult to change their behaviours.

6. Psychosomatic disturbances

These are broadly reactions which occur due to mental cause. Common examples of these are stomach ulcers, tension, headache and heart diseases caused by tension.

Social ecology theory

Social ecology theory recognizes diverse individual and contextual influences on human behavior (Bronfen brenner, 1979, 2004) this holistic model places developing youths in the context of larger, interdependent social systems of influence. Social ecology is defined as the study of the relation between the developing human being and the settings and contexts in which the person is actively involved (Handbook of Diversity in Parent Education, 2001).Social ecology is alternately conceived as an "overarching framework" or "set of theoretical principles" which assist with understanding interrelationships: for example, among diverse environmental and personal factors in human health and illness. This focus on understanding interrelationships is in recognition of the compelling circumstance that: "...most public health challenges...are too complex to be

understood adequately from single levels of analysis and, instead, require more comprehensive approaches that integrate psychologic, organizational, cultural, community planning, and regulatory perspectives." (Stokols, 1996, p. 203)

In this conception of social ecology as assisting with understanding interrelationship among complex phenomena, the term "ecology" refers to "the study of the relationship between organisms and their environments (Stokols, 1996, p. 285)." There is attention to the social, institutional, and cultural contexts of people-environment relations as well as human ecology's emphasis on biologic processes and the geographic environment in which they occur. The expanded emphasis on people -environment relationships with cultural, institutional, and social components is reflected in the core principles of the social ecology paradigm.

Coping theory

Lazarus and Folkman (1984), one of the pioneers of the coping theory, defined coping as: constantly changing cognitive and behavioral efforts to manage specific external and internal demands that are appraised as taxing or exceeding the resources of the person. Based on their definition, we can say that:
1.   Coping involves spending mental energy in a way that can reduce stress.
2.   Whether conscious or subconscious, the ultimate goal of all coping mechanisms is to solve a problem and return homeostasis.
3.   Coping strategies can be positive or negative, depending on whether they increase or reduce mental wellbeing.
4.   Coping is dependent on personality patterns and perceptual experiences.
5.   The strategies, one chooses for adapting to a situation is highly individualized. Coping is never the same for two people.

The Common-Sense Model of Self-Regulation

The Common-Sense Model of Self-Regulation ("Common-Sense Model", CSM) is a widely used theoretical framework that explicates the processes by which patients become aware of a health threat, navigate affective responses to the threat, formulate perceptions of the threat and potential treatment actions, create action plans for addressing the threat, and integrate continuous feedback on action plan efficacy and threat-progression. The origins of the common-sense model of self-regulation (CSM) can be traced to the parallel model proposed by Leventhal in the early 1970s to understand how individuals respond to fear-arousing communications (Leventhal, 1970). Similar to the parallel model, the CSM posits that when a threat is perceived (e.g., physical symptoms or changes in function), individuals develop two parallel, yet interrelated, representations of the stimulus: cognitive and emotional (Leventhal et al., 1997).

Social cognitive theory (SCT)

Social cognitive theory (SCT), used in psychology, education, and communication, holds that portions of an individual's knowledge acquisition can be directly related to observing others within the context of social interactions, experiences, and outside media influences. This theory was advanced by Albert Bandura as an extension of his social learning theory. The theory states that when people observe a model performing a behavior and the consequences of that behavior, they remember the sequence of events and use this information to guide subsequent behaviors. Observing a model can also prompt the viewer to engage in behavior they already learned. In other words, people do not learn new behaviors solely by trying them and either succeeding or failing, but rather, the survival of humanity is dependent upon the replication of the actions of others. Depending on whether people are rewarded or punished for their behavior and the outcome of the behavior, the observer may choose to replicate behavior modeled. Media provides models for a vast array of people in many different environmental settings.

Application of Adler's Theory of Typology:

Although Adler did not essentially believe in personality types, he characterised certain personality traits and patterns into four behaviours types that express the person's style of life. These were believed to be formed in childhood, and were named typologies (Stein, 2008). Adler's four typologies were:
The Avoiding Types
The Getting or Leaning Types
The Ruling or Dominant Types
The Socially Useful Types

Application of Adler's Stages of Psychotherapy

In relation to psychotherapy, Adler revolutionised this outside of Freudian psychoanalysis ways. His ways of therapy brought later group therapy and multi-therapy which shows his application of therapy styles in the modern world. Adler's stages of psychotherapy were focused on the client/therapist relationship. These

stages relied on concepts such as empathy and encouragement (Shyne, 1942), which differed drastically from Freudian libido and dream focused psychotherapy, as Adler quoted: —A dream tells us nothing new—nothing we cannot find just as well in the patient's behaviour‖ (Adler, 1964a, p. 179). As a socialist, Adler believed that social acceptance could be taught to clients/patients by excavating their past to alter their future, and increase integration into the community (Adler, 1931). Therapy today is modelled on Adlerian practises and so highlights another important contribution and application of Adler's theories.

EAS Temperament Model

The EAS is a developmental, multidimensional, and causal personality model described by Buss and Plomin (1984). The acronym EAS refers to three basic dimensions: emotionality, activity, and sociability. Emotionality, activity, and sociability manifest before socialization, persist later in life, and show substantial heritability. The individual characteristics of children are often referred to as temperament, the constitutional early basis of adult personality. However, the dimensions of the EAS model are considered stable and not restricted to a specific age range. Emotionality is a dimension referring to the quality and intensity of emotional reactions. Individuals with high emotionality tend to react even to low-intensity stimuli with negative emotions such as anxiety or sadness. At the other end of the dimension, individuals are emotionally stable. Emotionality shows similitudes to the adult. An area that has gotten a lot of attention in terms of biological determinants of personality is that of temperament. Some may be stubborn, others happy, and still others may be grumpy. We see these general emotional responses in infants and can often see a trend by the time the child is only a few months old. Many of these parents will also assert that these responses, or temperaments, seem to continue throughout the child's development.

The stubborn infant who cries when put down for a nap may become the stubborn adolescent who rebels against authority or resists society's norms. The happy and content infant may be the adult who finds friends easily and has a knack for seeing the good in others. When these temperaments are present shortly after birth and continue throughout a person's life, it is difficult to not see a biological connection. Like Eysenck, other biological theorists were interested in determining how many different temperaments there are. Using three dimensions: emotionality, activity, and sociability, the EAS temperament model was developed.

Adjustment is the process by which a living organism maintains a balance between the needs and circumstances that influence the satisfaction of these needs (Boring, 1966). The concept of adjustment is regarded as a process. As Mathur (1966) rightly observes —If the biological and psychological demand and needs of an individual are automatically satisfied, then the life would have been very simple, but in the way of satisfaction, many personal and environmental obstacles come up‖. Adjustment involves one's adjustment to himself that is tolerating the limitations, identifying the gap between his needs and the available resources, having self-respect, emotional stability, and confidence in all dealing etc. To be adjusted on satisfactory level, it is necessary that the basic needs of the individual must be satisfied. Adjustment has been defined as ‗The process by which the individual attempts to maintain a level of physiological and psychological equilibrium' (Mouly 1967). It can also be describes as an attempt on the part of a teacher to strike harmonious relationship between himself and his environment. It is, thus, a form of interaction between the teacher and the environment in which he lives. Promoting adjustment on the part of the teacher simply means developing a teacher's capacity for adjusting to the various needs related to the teaching profession. This also includes a teacher's learning capacities and abilities which can equip him to face in an adequate manner, the challenges of the teaching profession. Adjustment is directly connected with the concept of needs. In this field of teaching, it refers to the adequacy of behavior patterns which a teacher adopts for satisfying his needs within the framework of the rules, regulations and modes of social group in which he finds him. If he fails to do so, he involves himself in conflict with the social order and lands himself in the midst of many more problems of adjustment.

The social adjustment dimension considered for tool preparation includes the contextual influence (Individual, Family & Environment) and communication.

Contextual influence

Social ecology theory recognizes diverse individual and contextual influences on human behavior (Bronfen brenner,1979, 2004) this holistic model places developing youths in the context of larger, interdependent social systems of influence.
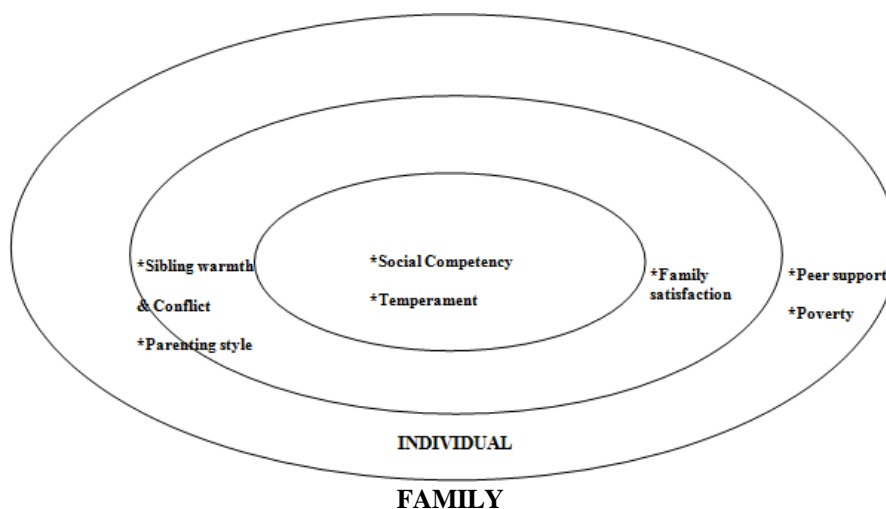
Figure 1. Social ecological Framework

A.   Individual
a)   Social competency
b)   Temparament

Burks and Rubenstein (1979), in presenting a temperament model based on research with children and adults describe as adaptability an adult that readily tunes in to what others want, and go along with them, whereas others resist conforming to these pressures and keep their own position. An adaptive person ―takes on the mood and affect of others and, in playing a role, ‗becomes' that role‖ whereas non-adaptive person ―is impervious to norms and prefers to operate in terms of self-evaluation of the circumstances‖.

B.   Family
Examining child adjustment without accounting for the family context, or influences found in the surrounding social environment, will therefore yield only a partial picture of the resources stressors impacting the functioning (Fraser, 2004). A social ecological framework further suggests that risk factors that brighten vulnerability to adjustment problems and protective factors that mitigate the effects of the adversity may be found at the individual, family, and environmental levels and often occur simultaneously (Fraser, Kirby, & Smokowski, 2004). The framework is based on the work of Bronfenbrenner (1979) and Fraser (2004).
a)   Sibling warmth and conflict
b)   Family satisfaction
c)   Cohesion

C.   Environment
Gnetes and Jersield (1948) mentioned that adjustment is a harmonious relationship between 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 behavior conforms to the demands of the culture or society to which he belongs and he feels that his own needs have been fulfilled. In this concern Arkoff (1968) had given an extensive definition of adjustment. He defined that adjustment is the interaction between a person and his environment. How one adjusts in a particular situation depends upon one's characteristics and 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.

Parry and Watt – Watson (2010) conducted a systematic review of peer support intervention for individuals. Peer support- a specific type of social support that includes appraisal as well as informational and emotional support.

Communication
According to the social cognitive processing model, the expression of one's thoughts and feelings about –that is social sharing – in a supportive way may facilitate psychological adjustment (Boinon et al., 2014). Social cognitive theory (SCT), used in psychology, education, and communication, holds that portions of an individual's knowledge acquisition can be directly related to observing others within the context of social interactions, experiences, and outside media influences. This theory was advanced by Albert Bandura as an extension of his social learning theory.

The personal adjustment dimension considered for tool preparation include the characteristics of a well-adjusted individual, needs, values, decisions, self-management, adaptability, inferiority complex, respect, competing, withdrawing.

Need

According to English and English (1958) adjustment means harmonious relationship with the environment. ―Harmonious here is understood as one's psychological/ behavioural environment which interacts with the ego, in terms of the ego's, needs, interests, values- both marital and spiritual. Adjustment is the process by which a living organism maintains balance between its needs and its circumstances that influence the satisfactions of these needs. (Shaffer, 1961). From the above definition it is clear that the needs are incorporated to change ones mode of behavior to suit the changed situation so that satisfactory and harmonious relationship can be maintained keeping in view the individual and his needs on the one hand and the environment and its influence on the individual on the other hand. 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.

Maslow (1943, 1954) stated that people are motivated to achieve certain needs and that some needs take precedence over others. Our most basic need is for physical survival, and this will be the first thing that motivates our behavior. Once that level is fulfilled the next level up is what motivates us, and so on.

a. **Physiological needs** - these are biological requirements for human survival, e.g. air, food, drink, shelter, clothing, warmth, sex, sleep.

If these needs are not satisfied the human body cannot function optimally. Maslow considered physiological needs the most important as all the other needs become secondary until these needs are met.

b. **Safety needs** - Once an individual's physiological needs are satisfied, the needs for security and safety become salient. People want to experience order, predictability and control in their lives. These needs can be fulfilled by the family and society (e.g. police, schools, business and medical care).

For example, emotional security, financial security (e.g. employment, social welfare), law and order, freedom from fear, social stability, property, health and wellbeing (e.g. safety against accidents and injury).

c. **Social needs; Love and belongingness needs** - after physiological and safety needs have been fulfilled, the third level of human needs is social and involves feelings of belongingness. The need for interpersonal relationships motivates behavior

Examples include friendship, intimacy, trust, and acceptance, receiving and giving affection and love. Affiliating, being part of a group (family, friends, work).

d. **Self Esteem needs** are the fourth level in Maslow's hierarchy - which Maslow classified into two categories: (i) esteem for oneself (dignity, achievement, mastery, independence) and (ii) the desire for reputation or respect from others (e.g., status, prestige).

e. **Self-actualization needs** are the highest level in Maslow's hierarchy, and refer to the realization of a person's potential, self-fulfillment, seeking personal growth and peak experiences. Maslow (1943) describes this level as the desire to accomplish everything that one can, to become the most that one can be.

Individuals may perceive or focus on this need very specifically. For example, one individual may have a strong desire to become an ideal parent. In another, the desire may be expressed economically, academically or athletically. For others, it may be expressed creatively, in paintings, pictures, or inventions.

Maslow's humanistic theory of personality states that people achieve their full potential by moving from basic needs to self-actualization.

Values

Rogers was an influential humanistic psychologist who developed a personality theory that emphasized the importance of the self-actualizing tendency in shaping human personalities. Rogers believed that humans are constantly reacting to stimuli with their subjective reality (phenomenal field), which changes continuously. Over time, a person develops a self-concept based on the feedback from this field of reality. In the development of self-concept, positive regard is key. Unconditional positive regard is an environment that is free of preconceived notions of value. Conditional positive regard is full of conditions of worth that must be achieved to be considered successful.

Decisions

In psychology, decision-making is regarded as the cognitive process resulting in the selection of a belief or a course of action among several possible alternative options. Decision-making is the process of identifying and choosing alternatives based on the values, preferences and beliefs of the decision-maker. Every decision-making process produces a final choice, which may or may not prompt action. Phenomenologist believes that it is possible to understand an individual only through his own subjective frame of reference. Thus each individual must ultimately judge for himself the adjusting quality of his actions. A major problem with the phenomenological view of adjustment process is its failure to provide a way of understanding the manner in which individuals can be influenced by objective reality, particularly those aspects of reality of which they are not aware. The existential view of adjustment process emphasizes that all people are uniquely responsible for their own destiny which is continually being shaped by the life decision that they make. A specific phenomenological position regarding adjustment is offered by existential psychology. Existentialists argue that we are each individually and uniquely responsible for our own destiny. Each person thus actively decides or is continually deciding, upon a particular path of action. For the existentialists life is a constant series of decision some of which may appear trivial or inconsequential. It is the pattern of these decisions, and their consequences that really determine the quality of the individual's adjustment. In making these decisions the individual's —Free Will‖ is emphasized above environmental influence past experience or internal psychological or biological states. Thus, each person is seen as actively deciding his or her own fate and therefore responsible for the consequences of the decision that are made.

Self-management

The common sense model of self-regulation (CSM) (Leventhal et al., 2012), based on bio-medical and cognitive models, has become the preferred model in psychological adaptation studies. This model proposes that the patient's illness beliefs and representations of that illness or stress influence adaptation to the illness and health outcomes. Swendeman, Ingram, and rotheram- borus (2009) identify three broad categories in chronic disease self- management: psychological functioning, stress, physical health and social relationships.

Adaptability

Ability of an entity or organism to alter itself or its responses to the changed circumstances or environment. Adaptability shows the ability to learn from experience, and improves the fitness of the learner as a competitor.

Alfred Adler stresses the need to understand individuals within their social context. He also point out the importance of encouragement or motivation in life. The obstacles for a goal oriented life are inferiority complex, lack of respect, incompetency, withdrawing nature and lack of ability to know when to worry and when not to. An individual can only be adjusted to his social context if he overcomes these factors. In relation to psychotherapy, Adler revolutionised this outside of Freudian psychoanalysis ways. His ways of therapy brought later group therapy and multi-therapy which shows his application of therapy styles in the modern world. Adler's stages of psychotherapy were focused on the client/therapist relationship. These stages relied on concepts such as empathy and encouragement (Shyne, 1942), which differed drastically from Freudian libido and dream focused psychotherapy, as Adler quoted: —A dream tells us nothing new—nothing we cannot find just as well in the patient's behaviour‖ (Adler, 1964 a, p. 179). As a socialist, Adler believed that social acceptance could be taught to clients/patients by excavating their past to alter their future, and increase integration into the community (Adler, 1931). Therapy today is modelled on Adlerian practises and so highlights another important contribution and application of Adler's theories.

Although Adler did not essentially believe in personality types, he characterised certain personality traits and patterns into four behaviours types that express the person's style of life. These were believed to be formed in childhood, and were named typologies (Stein, 2008). Adler's four typologies were:
The Avoiding Types- Withdrawing/ inferiority complex
The Getting or Leaning Types- Adaptability
The Ruling or Dominant Types-Competing
The Socially Useful Types- respect

Review of Related Studies

The reviewed studies are summarized under two headings viz,
1.   Studies related to Narcissistic Personality Trait
2.   Studies related to Socio-personal Adjustment

1. Studies related to Narcissistic Personality Trait

Virgil Zeigler-Hill (l993) examined whether discrepant high self-esteem was associated with narcissism and self-esteem instability in an undergraduate sample. Using multiple measures of implicit self-

esteem, two basic findings emerged from the present study. First, participants with discrepant high self-esteem possessed the highest levels of narcissism. Second, participants with high explicit self-esteem and high implicit self-esteem displayed the most stable self-esteem. Findings are discussed in terms of secure and fragile high self-esteem.

Brown (1998) discussed the destructive narcissistic pattern (DNP) and said it is a constellation, of characteristics generally associated with pathological narcissism, but which are fewer and less severe.

Garvey (1998) described Rosenfeld's ideas about narcissism and made distinction between libidinal and destructive narcissism and with the help of an example of young clinical male case, he illustrated some narcissistic defenses in action.

Hill and Yousay (1998) investigated the expectation and narcissistic characteristic of the four occupations sampled: Politicians scored highest in total narcissism as well as in leadership and authority; university faculty and librarians did not scored particularly high or low on any narcissism indices; and clergy were lowest in exploitativeness and entitlement which represent the more maladaptive aspects of narcissism.

Papps and O'Carroll (1998) studied anger in the context of self-esteem and narcissism using 338 Ss (aged 17-34 years). Their results1indicated that groups defined by their extreme scores on self-esteem and narcissism scales produced levels of anger expression on the predicted, direction i.e. both high self-esteem and narcissism reported high tendencies to experience and express anger and aggression; while those with high self-esteem1anddow narcissism reported the lowest.

Schlesinger (1998) discussed pathological narcissism and serial homicide, and said that narcissistic personality disorder, narcissistic injury, underlying feeling of inadequacy and humiliation, self-glorifying compensatory fantasies and the erection of narcissistic defenses are important factors in understanding serial killer. He also reported an illustrative case of a thirty-year-old male who encompassed many of these characteristics.

Cranier (1999) used the prototype approach to assess the presence of personality features associated with borderline, narcissistic, histrionic, and psychopathic personality syndromes in 91 young adults. These personality prototypes were found to be related to the use of denial and projection, especially to the immature manifestations of these defenses.

Elmes and Barry (1999) studied narcissism and regression in the May 1996 Mount Everest climbing disaster. Using a blend of psychodynamic and structuralist theory they discussed how historical changes in the field of high attitude climbing fostered the emergence of pathological narcissistic, competitive and regressive dynamics that ultimately contributed to numerous climbing deaths.

Farmer (1999) explored the way in which narcissism is manifested within co-dependent individuals. Co-dependent individuals see others as extensions of themselves, rather than as individuals in their own right, and frequently have unrealistic expectations about their relationships. Many behaviour patterns of co-dependent individuals are actually a manifestation of subtle form of narcissistic entitlement.

Ilopkills (1999) described the development and gradual dissolution of narcissistic illusion characterised by idealization, grandiosity and merger, in the psychotherapy of an 18 year old girl. Two different traditions regarding the understanding and treatment of narcissism originated in London.

Imbesi (1999) discussed the etiology of narcissistic personality disorder and pointed out that faulty parenting or disturbed object relations is a common causal theme in most cases. However faulty parenting is ubiquitous in all psychological disturbances. He postulated that specific "fault" lies in the caretakers' failure to provide optimal frustrating experiences necessary to enable the child to develop a more realistic self-image. Clinical case examples revealed some common personality characteristic in parent and parenting styles conducive to the child's development of a narcissistic disorder.

Ivey (1999) talked of the destructive narcissism, characterized by a perverse alliance between the self and an omnipotent bad internal object. He pointed out that the destructive narcissism constituted a serious obstacle to psychoanalytic psychotherapy and presented a case study of the failed psychotherapy of a middle aged male.

Jacobowitz and Newton (1999) focussed on narcissistic personality disorder and delineated treatment possibilities with emphasis on a supportive strategy to help aging NPD individuals reconstitute their narcissistic defenses to restore adaptive competence and self-esteem.

Manzano, Espasa, and Zilkha (1999) after a review of psychoanalytic literature, presented their concept of the narcissistic scenarios of parenthood which included parental projection on to the child, parental counter-identification, a specific aim, and a relational dynamic that was acted out. These ideas are illustrated by a detailed case history showing the interaction between a mother and a 4-year-old girl and how it was modified by a short therapy.

Pallone (1999) provided insights into the dynamics of altruistic and narcissistic behaviour with special reference to antecedents, correlates and concomitants of self-centered, self-absorbed, and/or selfless behaviour and thus rendered such behaviour amenable to study at a scientifically acceptable level of precision.

Rothstein (1999) in his book reflected upon various shades of narcissism like narcissistic personality disorder, neurotic narcissistic personality, phallic narcissistic character, female narcissistic personality disorder and discussed the role of narcissism in analytic theory.

Bjorklund (2000) presented a detailed case study of a female college student aged 27 years with a narcissistic disturbance through the lens of relational psychoanalytic theory. It is concluded that the therapeutic alliance was fundamental to the psychotherapeutic change process. Empathy was not just a mean to a better healing relationship; it was in itself healing. But age-appropriate emotional responses to developmental needs were lacking and integrated sense of self failed to develop.

Gaines, Berkovitz and Kohn (2000) presented 4 case examples to explore chess as a way of improving object relationships in narcissistic teenagers. The chess game was designed to help the students win against the adult school psychologist. Results showed that all four adolescents revealed an increased willingness to change after becoming aware of hidden aspects of their behavioural styles.

Miliora (2000) applied the constructs of self-psychology to study Eugene O'Neill's life (1888-1953) and his plays. This application enabled the illumination of the interrelated threads of narcissism, the family and madness that are embedded in O'Neill's work. The plays were also analyzed as expressions of his conscious and unconscious mind in a manner similar to the psychoanalytic exploration of both the manifest and talent content of dreams.

Shaw (2000) considered narcissism as a motivational structure and said that each individual seeks narcissistic separation through the elaboration of a personal narrative or myth story which gives one's life a feeling of personal significance, meaning and purpose.

Waugaman (2000) commented on Shaw's (2000) article that discussed narcissism as a necessary motivational structure and then focused on spirituality of narcissism.

Aichhorn (2001) examined the idealizing narcissistic transference and showed the importance of establishing such transference during first contacts with a juvenile delinquent.

Andersen, Miranda and Edwards (2001) commented on the article by C.C. Morf and F. Rhodewalt, which proposed a dynamic self-regulatory processing model of narcissism and stated that narcissism is better defined in terms of motivated self-construction, fashioned to cope with the vicissitudes of context.

Arkin and Lakin (2001) touched on a few intersections of the intra-psychic and interpersonal aspects of narcissism that seem the most exciting as well as the most underdeveloped and there by highlighted the rich theoretical and empirical context of the C.C. Morf and F.Rhodewalt self-regulatory processing model of narcissism.

Baumeister and Vohs (2001) commented on C.C. Morf and F. Rhodewalt's self-regulatory model of narcissism and went one step ahead by saying that narcissism can be considered as pattern of addiction, that is, narcissism may not be a lifelong personality trait in 'the usual sense but rather a pattern of yielding to inner urge in a way that proves costly and self-destructive-not unlike other, more familiar addictions.

Brown and Bosson (2001) discussed the promising extension of the interpersonal side of Morf and Rhodewalt's model as it is related to the nature of narcissistic self-love, self-loathing and the never-ending pursuit of self-worth.

Bursten (2001) suggested 4types of narcissistic personalities with the help of case examples. These are (i) the carving, (ii) the paranoid, (iii) the manipulative and (iv) the phallic

Burgy (2001) argued that person suffering from obsessive-compulsive neurosis lack the self-assessment factor; they need another person as part of their own ego who accepts and supports them in their behaviour. A clinical example of an obsessive-compulsive female whose neurotic symptoms began at the age of 11 illustrated the narcissistic function of compulsion together with the changes in the psychodynamic approach and resulting theory.

Charles (2001) studied "stolen" creativity by narcissistic mothers. Using illustrations from myth along with clinical examples the author focused first on mother-child dyads in which the child's gifts are spoiled and made unusable and then on dyads in which the mother steals the child's sense of self through her symbiotic attachment are used. The author concluded that myths of Media, the murderous mother, and Cybele and Attis, mother goddess and son-lover, invite us to look at our own fantasies of desire and revenge and our fears of inadequacy and retribution that keep us locked into archaic wars between aspects of self, out of fear of real engagement with self and with other.

Clulowe (2001) explored violence in marriage as a product of attachment insecurity and narcissistic object relating. The case illustration used for this purpose is Edward Albee's play, "Who's Afraid of Virginia Woolf?" This play provided a vivid picture of violent dynamics operating within a relationship and suggested some implications for therapeutic practice.

Crawford (2001) in a longitudinal study examined dramatic-erratic personality disorder symptoms (histrionic, borderline and narcissistic symptoms) in a community sample of 407 adolescents (aged 10-14 years)

to assess whether this diagnostic construct is meaningful in young people. Based on latent variable models and dimensional symptoms scale these so called Cluster B symptoms were highly stable across an eight-year interval from early adolescence to early adulthood. Further, when compared with internalizing and externalizing symptoms, dramatic-erratic symptoms were more stable over time than these well-established Axes. A symptom clusters. Based on high correlations with co-occurring internalizing and externalizing symptoms, cluster B symptoms clearly reflect emotional distress during adolescence. These analyses reinforced recent efforts to established personality disorders as a clinically significant and valid diagnostic construct in young people.

Doctors (200I) commented on H. Ipp's clinical case of Gayle. He focused on the influence of Kohut's contextualization of narcissism in light of the case of Gayle and commented on clinical points such as concretization of her self-experience and how her self-experience manifests itself in the case.

Elliot and Thrash (2001) discussed that aspect of Morf and Rhodewalt's model which focuses on the energization and direction of narcissistic behaviour. As motivational aspects pervade Morf and Rhodewalt's model, these authors identified and discussed two such features of the model: the interplay between achievement and affiliation needs, and the utilization of the distinction between approach and avoidance motivation.

Graziano and Tobin (2001) commented on Morf and Rhodewalt's dynamic self-regulatory processing model of narcissism and said that this model's impressive synthesis is not truely exhaustive and it under appreciates (overlooks) potentially important research relevant to narcissism. Narcissism has its origins in clinical psychology and is a complex syndrome of mulltiple components. These authors speculated that narcissism is perhaps an emergent synthesis of several more elemental aspects of personality. One of the possibilities discussed is that narcissism may represent a unique ABSC configuration of the Big Five dimensions of agreeableness, extraversion and neuroticism.

Gunderson and Ronningston (2001) reviewed the overlap between the narcissistic personality disorder (NPD) and anti-social personality disorder (ASPD). Twenty-four patients with NPD and 16 patients with ASPD (aged17-45 years) were compared on 33 characteristics for pathological narcissism assessed with diagnostic interview. The results confirmed a sufficiently broadarray of similarities and important areas of difference. The NPD sample was best discriminated from the ASPD sample by their grandiosity i.e. the tendency to exaggerate their talents and to regard themselves as more unique and superior.

Hingley (2001) provided an overview of central psychodynamic theories relevant to narcissistic personality problems and disorder of the self, focusing on the central role of the child's relationship with primary care givers in the development of self. A psychodynamic formulation was described for a 45-year-old woman experiencing depression, anxiety and despair following a severe rift in her previously enmeshed/ merged relationship with her teenage daughter. The subsequent 2.5 years of therapy were monitored using the Brief Symptom Inventory, the Dysfunctional Attitude Scale, and the Object Relations Technique, producing data supportive of psychodynamic theory and therapy. A pattern of depression emerged during therapy which was in keeping with the concept of abandonment depression, as the client came to experience herself as more separate from her daughter and others. Changes in the functioning of primary defenses were also illustrated, plus the expression of previously denied anger and increased abilities to be assertive, set limits and take care of herself. Hymowitz (2001) delineated that patients with anal narcissistic characters, during treatment come to feel that they are in possession of the process through character resistances, which is nothing but is the defensive posture of such patients.

Jorstad (2001) described the way in which defense mechanisms and resistance manifested themselves in an analysis of a man with a narcissistic personality disorder. The defense can also be seen as an expression of an unconscious fear of being re-traumatized. It also represented a defense against aggressive and homosexual feelings in the transference which first became clear during the final phase of analysis and could then be worked through.

Kemberg (2001) described a dimension of anti-social behaviour that linked the narcissistic personality disorder with the anti-social personality disorder (APD), and with the syndrome of malignant narcissism as intermediate between the two and thereby sociological and psychoanalytic viewpoints are highlighted.

Kirshner (2001) studied narcissistic couples and proposed that narcissistic relationships involved a shared fantasy that approached either of two extremes: denial of difference or tantalizations of difference between partners. Case examples are used to illustrate this model and application of psychoanalysis to couples therapy.

Ormay (2001) argued that the old drive theories were not adequate and created confusion on several levels, involving concepts of primary and secondary narcissism, ego ideals and self-object. It supported the Foulkesian view of people that the group-as-a-whole takes prescedence over self-centeredness-one id, one ego, and one superego, are meaningless.

Paulhus (2001) commented on a dynamic self-regulatory model of narcissism and provided challenge to this model by presenting to minimalist· approaches to the construct of narcissism. One is based on Big Five factors of personality and other involved working models of self and others. While these alternatives are to some

'extent straw men, their parsimony gives them the initial advantage until Morf and Rhodewalt provide a clear refutation.

Robins, Tracy and Shaver (2001) contended that the Morfand Rhodewalt's model presents no clear and testable causal "story" because it does not specify a causal flow among the 'main variables. It is essentially a generic representation of the self-regulatory process. The model is, according to these authors, exclusively focused on the interpersonal domain and neglects achievement-related processes and outcomes.

Rovik (2001) described two patients, one with an overt and other with covert narcissistic disorder. A number of important turning points are closely evaluated. Special attention was paid to the patient's self-sufficiency. The attachment process to the therapist and the patients' gradual acceptance of healthy dependency, with the theoretical framework of "self-psychology" are discussed.

Baumeister, Catanese and Wallace (2002) explained rape and sexual coercion with the help of narcissistic reactance theory. This theory suggests that deprivation of specific sexual options will cause men to desire them more, to try to reclaim them by forcing sex and by aggressing against the woman who has refused them; and assorted; findings supported this analysis. Narcissism is proposed to moderate the link especially because coercion is relatively rare in response to sexual refusal. Evidence about sexually coercive men support the narcissism hypothesis, such as by showing self-serving cognitive distortions, and excessive concern with being admired an inflated sense of entitlement, relatively low empathy and a broadly exploitative approach to heterosexual relations.

Bergeret (2002) following certain Freudian writings and the works of S. Ferengi in 1911, analyzed the different mechanisms of narcissistic register to which he called "homoeroticism". He also revealed different varieties of homoeroticism, male or female, latent or manifest. Kelsey, et al (2002) studied psycho-physiological correlates of narcissism among 50 young women aged 18-34 years. Multivariate analyses supported specific relationships between egocentricity and projection period hyperactivity, and between alienation and electro-dermal hyperactivity. Results have implications for narcissism, cardiovascular disease risk, and a variety of psychiatric disorders.

Bishop and Lane (2002) stated that narcissism has roots in emotional deprivation in childhood, especially when the child was used as a narcissistic extension by parents. This "special" role becomes a learned attitude and behaviour and a refuge and defense against the hurt, shame and fear resulting from this experience.

Campbell and Foster (2002) conducted two studies in which they examined narcissism and commitment in ongoing romantic relationship. In study I, narcissism was found to be negatively related to commitment. Mediational analyses further revealed that this was primarily a result of narcissists' perception of alternatives to their current relationship. Study II, replicated these findings with an additional measure of alternative. Again, narcissists reported less commitment to their ongoing romantic relationships. This link was mediated by both perception of alternatives and attention to alternative dating partners. Thus the prediction that narcissism was negatively associated with commitment was confirmed.

Campbell, Foster and Finkel (2002) investigated the links among narcissism, self-esteem and love. Across all the studies, narcissism was associated primarily with a game - playing love style. Narcissists' self-reports of game-playing were confirmed by their partners in past and current relationships. In contrast, self-esteem was negatively linked to manic love and positively linked to passionate love across studies. The implications for the understanding narcissism in relationships are discussed.

Corbitt (2002) presented the case of a 4 I-year old woman to clarify the expected relation between narcissistic personality disorder and the five-factor model. The patient's self-described profile was presented with implications of her personality pathology for treatment.

Dimaggio et al (2002) proposed an integrated model that described how narcissistic personality disorder perpetuates from a number of separate dimensions of mental life and suggested some hierarchies of importance between the following elements: (a) A characteristic set of state of mind; (b) Alternations in meta-cognitive skills (eg. one's own inner states, desires, and emotions); (c) The sensation that experiences are not being shared with a relevant other and that one does not belong to real life group; (d)Characteristics methods of regulating one's self-image and self-esteem through cognitive biases; (e) The use of values rather than emotional experience and interpersonal regulation for regulating behaviour and; (f) Characteristic dysfunctional interpersonal cycles.

Dujovne (2002) used the film "Gods and Monsters" to illustrate co-construction of a perverse fictional dyad receiving contributions from both members where one of the individuals behaves in a manner resembling a destructive narcissistic characterological organization. He highlighted the significant power of ideological seduction of the other and noted how the fuel of ideology thrived in the altered reality of such a system.

Glad (2002) studied the narcissist with severe super ego deficiencies. In individual with such psychological characteristic may have some advantages in rising to power, and his behaviour may be effective response to some real-life factors, but once he has consolidated his position, his reality-testing capacities diminish. Consequently his behavior becomes more irratic, he runs into difficulties in meeting his goals, and his paranoid defenses become more exaggerated.

Green (2002) introduced the dual conception of positive narcissism and negative narcissism, and illustrated by two clinical vignettes. Subsequent discussion elaborated on these two types of narcissism and also addressed life narcissism, death narcissism and primary narcissism. However, lot of misunderstandings arised from this approach.

Popper (2002) conducted a study on 498 male cadet squad commanders in the Israel defense forces (aged 19-20 years). The findings indicated that narcissism as a major personality variable distinguished between personalized charismatic leaders (PCL) and socialized charismatic leaders (SCL).

Rose (2002) demonstrated that overt narcissists report higher self-esteem and high satisfaction with life, whereas covert narcissists report lower self-esteem and lower satisfaction with life. In analysis using both partial correlation sand structural equation modeling, self-esteem consistently mediated the associations between both types of narcissisms and happiness, whereas self-deception did not. These results demonstrated some of the self-centered benefits associated with overt narcissism and some of the strong psychological costs associated with covert narcissism.

Roughton (2002) commented on J.Bergeret's discussion of "narcissistic eroticism". He argued that there is a conceptual difficulty in Bergeret's a priori linking of homoeroticism and narcissism. It seems a more useful position to accept that some individuals, both homosexual and heterosexual have narcissistic problems and narcissistic objects and that the sexual orientation may be the independent of the narcissism.

Schreer (2002) using 91 Ss (63 female and 28 male, avg. age 20.7 years) examined the relationship between narcissism and aggressive driving behaviours. The result suggested that inflated self-esteem and not low self-esteem may be an important cause of aggressive driving behaviour.

Schwartz and Smith (2002) opined that persons with narcissistic personality disorder are often difficult to treat. However, certain psychotherapeutic strategies have been identified which can lead to effective interventions with these clients.

Simon (2002) stated that individuals with trauma-associated narcissistic symptoms (TANS) displayed a discrete cluster of psychological symptoms that can closely mimic those of post-traumatic stress disorder (PTSD). In TANS, the underlying vulnerability traumatic stress usually stems from a narcissistic personality disorder or narcissistic personality trait. However, narcissistic symptoms associated with an external traumatic event may be reflexively and erroneously attributed to PTSD, no matter how small or insignificant the traumatic stressor. A case if 43-year-old male was illustrated.

Starace (2002) opined that a few decades ago a great deal of attention was given to narcissistic, syndrome as well as to culture of narcissism. Basic difficulties and deficits in the subjects were emphasized, more so than the drive to self-sufficiency. These pathological manifestations are certainly still alive today, but other manifestations tend to characterize this "culture of narcissism" even more. The drive to consumerism, the fast use and obsolescence of things, difficulties of expectations, the overestimation of material goods in definition of the self, and inclination of risk taking, and a compulsiveness of action are examples of them. Such manifestations find expression in drug addiction, the "consumption" of sex, gambling, compulsive shopping, abuse of alcohol, and pathological behavior toward food. These expressions of discomfort are apparently distinct, but they are also very "close to the culture" and they, express the environment from which they emerge.

Wallace and Baumeister (2002) tested the hypothesis that the relationship between subclinical narcissism and performance is moderated by a motivational factor: perceived self-enhancement opportunity. Four experiments were conducted, each using different manipulations of self-enhancement opportunity and different performance task. In each study, narcissists performed better when self-enhancement opportunity was high rather than low. In contrast, the performance of participants with low narcissism was relatively unaffected by self-enhancement opportunity. Other findings suggested that narcissist's self-enhancement motivation stems more from a desire to gamer admiration than from a desire to self-evaluate.

Barry, Frick and Kellian (2003) investigated several possible models to explain the relations between self-esteem and conduct problems in narcissistic children. Their result indicated that the relation between narcissism and conduct problems was moderated by self-esteem level, such that children with relatively high levels of narcissism and low self-esteem showed the highest rates of conduct problem symptoms.

Bushman et al (2003) verified the theory that the narcissism and reactance contribute to causing rape. In study I, narcissism correlated positively with rape-supportive beliefs and negatively with empathy for rape victims. In study II narcissists reported more enjoyment than other men of film depiction that presented consensual, affectionate activity followed by rape (but not in response to either affection or rape alone). In study III, narcissists were more punitive than other men towards a female confederate who refused to read a sexually arousing passage allowed to them.

Hotchkiss (2003) described in his book the "Seven Deadly Sins of Narcissism" and their origins. The hallmarks of such a unhealthy narcissism are: Shamelessness, Magical thinking, Arrogance, Envy, Entitlement, Exploitation, Bad boundaries. He also opined that these are the creations of parenting and culture.

Jordon (2003) found that participants high in explicit self-esteem but low in implicit self-esteem showed the highest levels of narcissism - an indicator of defensiveness.

Masse (2003) considered how some narcissistic elderly are doubly at risk from what they have done to themselves as well as from what others may do to them. E. Taylor's novel "Angel" (1957) and J. Smiley's novel "A thousand Acres" (1991) represent elderly characters with pathological narcissism and explore the construction and effects of that narcissism.

McNeal (2003) presented a case study in which ego state therapy was successfully utilized and integrated in to hypnotically facilitated psychotherapy with a 48-year old man diagnosed with a narcissistic personality disorder.

Piven (2003) discussed death, repression, narcissism, and misoging in his review article and concluded that human-beings are not merely helpless individuals, but are also creatures who relived through experience or imagination.

Rhodewalt and Sorrow (2003) presented the clinical perspective on narcissism and then described the research based model that suggested additional hypothesis for future research.

Scheurich and Mullen (2003) studied narcissism and spirituality in Flannery O'Connor's stories and explored the complex relationship of narcissism to evil, spirituality, and contemporary culture. Ii is 'argued that narcissism has a prominent spiritual dimension that raises questions about the' role of values in psychotherapy.

Stein (2003) postulated the irrational functioning of Long Term Capital Management (LTCM) and proposed a psychoanalytic theory of organizational narcissism as a means of explanation. This theory comprised of well-explored terms of organizational narcissism such as hubries, omnipotence and omniscience, as well as newer themes of contempt, triumph, and the embeddedness of narcissism in the organization's socio-technical system.

Stucke (2003) examined the relationship between narcissism, performance attributions and negative emotions following success or failure. As expected, narcissistic individuals showed more self-serving attributions for their performance in an intelligence test than less narcissistic individuals; compared with less narcissistic individuals, narcissists revealed a stronger tendency to attribute success to ability and failure to task difficulty. In contrast to this, less narcissistic participants tended to show the opposite pattern by ascribing failure, but not success, to their ability.

Taylor et al (2003) portrayed self-enhancement as an indicator of narcissistic defensiveness or as a concomitant of mental health. To address this controversy the authors used multiple measures of self-enhancement. The results indicated that self-enhancement is positively associated with multiple indicators of mental health.

Twenge and Campbell (2003) across 4 studies found that narcissists were angrier and more aggressive after experiencing asocial rejection than were non-narcissists. In study I (n=56 college students; average age 18.7 years) narcissism was positively correlated with feelings of anger and negatively correlated with more internalized negative emotions in a self-reported, past episode of social rejection. Study II (n=55 college students, average age 18.8 yrs.) replicated this effect for a concurrent lab manipulation of social rejection. In study III (n=31 undergraduates, ave. age 18.9 yrs.)narcissists aggressed more against someone who rejected them (i.e. direct aggression). In study IV (n=61 undergraduates; ave. age 18.4 yrs.), narcissists were also more aggressive towards an innocent third party after experiencing social rejection (i.e. displaced aggression). Narcissists were less aggressive after social acceptance. Self-esteem played little role in predicting aggression in response to rejection. These results suggested that the combination of narcissism and social rejection is a powerful predictor of aggressive behaviour.

Aversa, Baldieri and Marozza (2004) made critical comments on the use Freud made of myth and examined some of the inconsistencies and contradictions in his conceptualization of narcissism. Using some of the ideas of Bachelard and Hillman on the role of the imaginary, these authors theorized a function of myth that is independent of and not subordinated to the reality function. They suggested that narcissism must be seen not only in terms of individual history but that it has a mythic function; narcissism facilitates the creation of a relationship between the ego and the self through the mediation of the imaginable word and through the prospective value of images.

Campbell et al (2004) took a somewhat different approach to narcissism and emotion regulation. These authors agree that there is ample evidence that narcissist's are self-focused. However, real test of this model is awaited.

Capps (2004) concluded the psychoanalytic study of mathematics genius John Nash by focusing on his "recovery" from paranoid schizophrenia. Capps attributed his "recovery" primarily to the transformation of his narcissistic personality and supported this attribution through identified forms of transformations of narcissism.

Cotti and Ordinaire (2004) analyzed in their paper the links between notions such as narcissism, omnipotence of thoughts and the Freudian "history of the libido's development."

Ermann (2004) noted the change in the identity forming process inhuman development caused by medialization of communication through television, video and internet. The transmitted contents represent the prototype of a narcissistic relation structure by arousing needs but not answering them. Thus, the increasing usualness of the described phenomenon indicated that anew normality is heralded here.

Espasa and Alcorn (2004) defined "problems of parenthood and problems of parental narcissism." More dissociated problems of parental narcissism constitute a contraindication for brief psychotherapeutic parent-infant-interventions. The persecutory narcissism of these parents contributes to a "negative pre-transference" which creates a major resistance to the therapeutic process.

Herzog (2004) proposed that a kind of narcissistic pathology featuring purer sexuality may eventuate in the absence of paternal availability and in the presence of disordered relationship between the parents. He also suggested that boys are more susceptible to its full manifestation and expression than are girls.

Mann (2004) studied 200 college students and found that narcissistic injury, shame proneness, and socially prescribed perfectionism were correlated positively with each other.

Sedikides et al (2004) established through five studies that normal narcissism is correlated with good psychological health. Specially, narcissism is (a) inversely related to daily sadness and dispositional depression, (b) inversely related to daily and disposition loneliness; (c) positively related to daily and dispositional subjective well-being as well as couple well-being (d) inversely related to daily anxiety and (e) inversely related to dispositional narcissism. Thus, narcissism is beneficial for psychological health only insofar as it is associated with high self-esteem. Explanations of the main and mediational findings in terms of response or social desirability biases (e.g. defensiveness, repression, impression management) were ruled out. Supplementary analysis showed that the links among narcissism, self-esteem, and psychological health were preponderantly linear.

Weise and Tuber (2004) demonstrated correlation between the clinical assessment of narcissistic personality disorder in children and underlying self and object relationships. Results obtained have potential implications for the assessment and treatment of narcissistically disturbed children.

Zondog (2004) considered narcissism as an important and common personality trait in the contemporary culture because it colours peoples' attitudes towards themselves and others, and plays an important role in their performance and success in relational occupations including the pastorate. A survey among Dutch pastorate was used as the basis for developing a typology of four narcissistic styles: balanced, vulnerable, undisguised and masking. The implications of these styles for the pastoral profession are discussed.

Davis, Karvinnr and McCreary (2005) studied the female drive for thinness (DT) and male drive for muscularity (DM) in the context of neurotic ism, perfectionism, narcissism and appearance and fitness orientation.

Ghetie (2005) explored the relationship among narcissism, creativity and fame in male rock musicians. He opined that some male rock stars will seek fame as a way to compensate for low self-esteem, but fame may actually exacerbate insecurities. Male rock musicians are also artists whose creative process is affected by narcissism, both healthy and pathological, and fame.

Greenburg (2005) remarked that one of the difficulties of working with highly narcissistic individuals is their 'extreme sensitivity to even mildest negative feedback. She explained three ways a therapist can use Gastalt therapy field theory to help narcissistic clients, stabilize their mood and form a realistic and integrated sense of their own worth.

Gutheil and Simon (2005) reviewed narcissism as it is related to expert witness practice. The review addressed stable versus unstable narcissism, normal confidence, perspective taking, the effect of flattery, the will to win, mirror transference, narcissistic excitement, narcissistic rage, narcissistic injury and post-traumatic stress disorder (PTSD). The authors recommended for resisting narcissistic piwills and achieving the egoless state.

Kumar (2005) traced the growth of narcissism concept in Freud's thinking in a bid to show how the object's otherness is not fully metabolized with the Freudian corpus. She opined that if used creatively, ideas such as "otherness", "objectilizing function" and Green's conceptualization of the clinical significance of negative and positive narcissism then seek enrich the theorization on narcissism.

Luhtanen and Cracker (2005) studied the unique effects of level of self-esteem, narcissism and contingencies of self-worth assessed prior to college on alcohol use during the freshman year in a longitudinal study of 620 college students. Narcissism predicted alcohol use, but level of self-esteem did not. Basing self-worth on appearance predicted 'more alcohol use, whereas the virtue, God's love, and academic competence contingencies predicted less alcohol use. Further, the virtue and academic competence contingencies were associated with decreasing in alcohol use from first to second semester.

Le and Gaines (2005) examined how vertical individualism and self-construct relate to ludus. Vertical individualism has been found to be positively related to ludus, or a game-playing love style. Results illustrated that narcissism and immature love effectively mediate the vertical individualism-ludus relationship, suggesting that vertical individualist endorsement of ludus love style occurred through excessive self-focus and seeing others as fulfillment of needs and wishes.

Shnit (2005) explained co-parental relationship and parental functioning after divorce by means of two personality traits: narcissism and self-differentiation with the help of data collected on fifty divorced Israeli couples.

Tyler (2005) emphasized the central role of narcissistic theories of identity in enabling feminist theory to praise open the mechanisms feminine identity and thereby exposed and critiqued the sexual politics of identity practices. He argued that theorizing through some of the praising and complex questions which face women today, questions of self-identity, self-esteem, body image, cultural idealization, normativity, incorporation, consumption and agency.

Wink, Dillon and Fay (2005) used data from a long-term longitudinal study of men and women to examine the relations among spirituality, narcissism and psychotherapy. The findings indicated that in late adulthood (age late 60s / mid 70s) spirituality was related to autonomous or healthy narcissism but was unrelated to willful (overt) or hypersensitive (covert) narcissism, two pathological forms of the construct. Autonomy in early adulthood (age 30s) was a significant predictor of spirituality in late adulthood (a time interval of close to 40 years) and this relation was mediated by involvement in psychotherapy in midlife.

Valkenburg, Peter and Schouten (2006) found that Facebook can enhance _Social Self-esteem‘ measures as perceptions of a user‘s physical appearance and close relationship when _Facebook friends‘ give positive feedback. Ellison also found that users of Facebook with low-self-esteem may seek the social opportunities created on Facebook which creates positive benefits for one's self-esteem. This leads on to the idea that people who spend longer online have lower self-esteem and are trying to build a social connection with other users to improve self-esteem levels.

Livingstone (2008) further notes that young people have a greater ability to cope with privacy settings than older people. Narcissism as a personality trait is also characterised by a core vulnerability represented by a high eitplicit self-esteem and low implicit self-esteem, sometimes termed an inflated sense of self. This internal dissonance experienced by more narcissistic individuals leaves them vulnerable to criticism and dependent on a number of self-regulatory strategies to maintain their sense of self (Morf & Rhodewalt, 2001; Salmivalli, 2001).

Compiet (2013) conducted a study on Narcissism and Facebook Behaviour. The present study examined how two aspects of trait narcissism, Grandiose Exhibitionism (GE) and Entitlement and Exploitativeness (EB), are related to Facebook behaviours in a Dutch sample. Results showed that both GB and EB have unique relationships with Facebook behaviours.

Soraya Mehdizadeh‘s studied (2010) _Self Presentation 2.0: Narcissism and Self-Esteem on Facebook‘ found a negative correlation between Self-esteem and Facebook use. Participants rated low in self-esteem scale had a correlation with a greater amount of time spent in Facebook and many time login in a day.

Wilson, Fomaiser and White (2010), studied and aimed to test the role of personality and Self-esteem in the context of young adults and their levels of social networking use. 201 students of Australian university were the samples. Neo five inventory, Coppersmith self-esteem inventory, addictive tendencies scale and Facebook related questions were the tools used. Findings showed that extroverted peoples reported higher levels of Facebook use and addictive tendencies.

Reinhard, Komath, Lopez and Cameron (2012) conducted a study on Expensive Egos: Narcissistic Males Have Higher Cortisol. This study examined the role of participant narcissism and sex on basal cortisol concentrations in an undergraduate population from one Midwestern and one south western American university. Narcissism was assessed using the Narcissistic Personality Inventory, and basal cortisol concentrations were collected from saliva samples in a laboratory setting. Regression analyses examined the effect of narcissism and sex on cortisol (log). Stepwise linear regression models of sex and narcissism and their interaction predicting cortisol concentrations showed no main effects when including covariates. Narcissism was not related to cortisol in females, but significantly predicted cortisol in males. No relationship was found between sex, narcissism, or their interaction on self reported stress.

Mahajan (2013) conducted a study on Narcissism, loneliness and social networking site use: relationships and differences. This study was designed to find whether the facebook variables are associated to narcissism and loneliness. Also, age and gender differences are studied with respect to narcissism, loneliness and face book variables. The major results are : Facebook users, aged 18 to 45 years voluntary participated and completed the survey. Results found that face book profile features (self rating of profile picture, status updates and number of photos) predicted Narcissism while status updates, number of friends and time predicted loneliness. Also age and gender brought significant differences among facebook users on the scores of narcissism, loneliness and facebook variables.

Wright and Fumham (2014) conducted a study on What is Narcissistic Personality Disorder? This study examines lay beliefs regarding the manifestations, a etiology and treatment of Narcissistic Personality Disorder (NPD), and their determinants using a questionnaire. Factors derived from a principle component analysis of lay beliefs demonstrate poor knowledge of NPD. Factors derived from me manifestations, etiology and treatment section were modestly and coherently correlated. No demographic factors correlated with all aspects of mental health literacy and lay theories: People are surprisingly misinformed about NPD. They believed that narcissists manifested superficiality and social problems, business abilities and fragility. No distinction was made between biological and psychological causes or genetics and early negative events.

Inability to identify NPD may account for many reports of sub-clinical narcissism being associated with leadership derailment.

Rucham Gokdag (2016) studied the effect of narcissistic personality on interpersonal communication. In this study the researcher tried to detect the narcissistic personality on interpersonal communication. The researcher tried to detect the narcissistic personality features of the three biggest party leaders in turkey and found high narcissistic personality traits. For that, the researcher review the speeches made by the leaders in different settings which take place in Turkish newspaper between first of October 2015 to the end of February 2016.

Beena (2018) studied social media addiction and narcissistic behavior among higher secondary school students by using survey method. The data were collected from 634 higher secondary students. The data were collected from Palakkad districts, by using social media skill and narcissistic scale. The findings showed that narcissistic behavior at higher secondary school students is at high level. There exist significant differences in narcissistic behavior between male and female students at 0.01 levels.

Thus survey of the empirical research work revealed that two types of streams, one pathological-clInical and another psychometric, are prevailing in the investigations of narcissism. The pathological clinical view considered it as a personality disorder while psychometric standpoint views it as a personality trait prevailing among normals. A careful examination of Freud's view on narcissism also indicates its "trait" nature. In this sense narcissism can be viewed as a basic human tendency of self-love ranging from normal to abnormal poles. But an individual may be narcissistic to the degree without being deranged. Just as a lover "sees with eyes of love", instead of viewing the loved person objectively, so the moderate narcissistic individual views himself/herself lovingly rather than coolly or objectively, over rating his/ her charms and merits and under rating his/her faults. By this standard everyone is somewhat narcissistic.

2. Studies related to Socio-personal Adjustment

Abraham (1974) in a study relating to factors that affect achievement concluded that the achievement level is associated with personal and social adjustment.

Srivastava (1980) found that educational, social and emotional adjustment have positive correlation with high school achievers.

Nair (1999) compared personality variables of pre-degree students of regular and correspondence stream and found that regular students are socially well adjusted than the correspondence students. Nair's (1999) another study of personality and familial variables discriminating between over and underachievers in secondary school science and mathematics showed no significant difference in personal adjustment of over and underachievers in science.

Kasinath (2003) studied interactive effect of mental health, school adjustment and socio economic status on academic achievement with the objective to find out the difference among students who were well adjusted and mal-adjusted to school environment differ in their academic achievement by taking a sample of 200 students (102 boys and 98 girls) with the age range of 15-16 years and found that mental health had significant determinant effect on achievement in school subjects; students having better social and emotional adjustment attain good academic scores.

Satapathy and Singhal (2003) investigated grade and gender difference in social and emotional adjustment of bearing-impaired and non-impaired male and female adolescents in grade VH1 and X. It also finds out the correlation of background variables (such as age, age on set, parents education, occupation and family income) with social emotional adjustment. It revealed that bearing-impaired was better adjusted than the non-impaired. Further hearing impaired females were better adjusted than their male counterparts. No background variables was related to social-emotional adjustment of the non-impaired students, whereas many variables correlated significantly and positively with social emotional adjustment of the hearing impaired.

Mani (2009) conducted an investigation into the socio-personal Adjustment and scholastic achievement of primary school children of working and non-working mothers. Results of the study indicated an insignificant relation between adjustment and achievement. But the general notion that maternal employment adversely affects children's scholastic achievement was proved wrong due to an advantage shown in children of employed mothers in the scholastic achievement.

Assainar (2012) studied socio-personal adjustment among secondary school students and found that the extent of socio-personal adjustment among secondary school students is satisfactory.

Bindumol.,K.K. (2015) studied the attitude of college teachers towards CBCSS in relation to their classroom management, work anxiety and socio-personal adjustment. Its observed that more than half of the training college possesses only average level of socio-personal adjustment and one third of the teachers have low level of social and personal adjustment.

Shany (2016) conducted an investigation in to Socio-personal adjustment and achievement of culturally disadvantaged secondary school pupils. The sample for the survey consisted of 889 school pupils of standard IX of seven secondary schools in culturally disadvantaged locale in Kollam district. Purposive sampling technique

was employed and used Kerala socio-personal adjustment scale (Revised version of socio-personal adjustment scale of Dr.A.Sukumaran Nair). Results of the study indicated that majority of Pupils in both Culturally Disadvantaged and normal secondary school Pupils belong to average level of social adjustment and majority of Pupils in both Culturally Disadvantaged and normal Pupils belong to average level of Personal adjustment. The Social adjustment and Personal adjustment cannot be considered as the predictor variable in predicting achievement. The combined effect of social adjustment and personal adjustment on achievement is significant in culturally disadvantaged secondary school pupils.

Studies related to Personal Adjustment
        Rao (1970) in a study relating to scholastic achievement found that high achievers and low achievers differ significantly in their personal adjustment.
        Shivappa (1980) in a study of factors affecting academic achievement of high school pupils noticed that personal adjustment is a negative correlate of social achievement.
        Claes (1992) studied ' the friendship and personal adjustment during adolescence with a sample of 349 adolescents including girls and boys. Questionnaire on friendship and various adjustments indicates were used to gather data. The examiner found that there is a little difference in the friendship across age and gender. The result also indicated the number of friends in the network is not significantly correlated with personal adjustment variables.
        Hima (1995) found that boys and girls in the secondary schools of Kerala differ in their personal adjustment. Girls have better personal adjustment than boys. Rural pupils have more problems than the urban.
        Usha Singh and Singh (1999) studied the influence of occupational and social activities of the parent's on home adjustment of children. The sample size was 300. The results indicated that occupational and social activities of the parents have significant influence upon the adjustment of the children at home and also found that children belonging to parents of higher occupation are better adjusted at home than those of lower occupation.
        Johns (2002) studied psychological adjustment of African American children in single mother families. For this, three models of risk were examined for 277 African American children from single -mother headed hones: Cumulative, additive and indirect models. Risk factors were mother reported community risks, inadequate income, material depressive symptoms, and inadequate parenting. Child reported internalizing and externalizing difficulties served as dependent measures of adjustment. Whereas the cumulative risk model identified a subset of children within these groups as .at risk for adjustment difficulties, only more proximal family variable accounted for unique variance in child outcomes (additive risk model). However, the more distal risk factors community risk and inadequate income were linked to both internalizing and externalizing difficulties through the proximal family variables (indirect effects model)
        Bajwa et al. (2006) compare personality adjustment and academic achievement of senior secondary students of co-educational and single gender schools and found that there was a significant difference in academic achievement of girls studying in co-educational and single gender school; significant difference in academic achievement of boys studying in coeducational and single gender school.
Joshi & Aarti, (2015) studied teacher effectiveness in relation to personality types and adjustment of secondary school teachers and found that rural and urban teachers differ significantly in their adjustment. Extrovert/ introvert & their Intuition/ sensing type teachers had significant effect on adjustment of the teachers.
Rani, D.V. (2017) studied on Adjustmental problems and job satisfaction 0f women school teachers at Tiruchirappalli and found that there is significant difference between the respondent's attractions to the profession with regard to various dimensions of adjustment.

Studies related to Social- Adjustment
        Badami & Goswami (1973) found that social adjustment is significantly associated with school achievement and that social adjustment may be attained through efforts.
        lyer (1977) in his study of factors related to underachievement In mathematics among secondary school children of Kerala found that social adjustment has a significant role in differentiating between under and now under achievers in mathematics.
        Singh (1978) noticed that the superior children did not differ from the average children in their social adjustment.
        Saxena (1979) noted that underachievers in schools were significantly poor in adjustment in their social surroundings than the overachievers.
        Saun (1980) studied the adolescents of high school and intermediate colleges and noted that the male high achievers were more adjusted than the low achievers but a significant difference existed between the high and low achieving females in their social and educational areas of adjustment.
        Soma sundaram (1980) noticed a positive relation between social adjustment and school achievement.

Nair (1983) found that the social adjustment exerted a significant influence on secondary school biology achievement.

Ahluwalia & Kalia (1987) found that high achievers have less adjustment problems in the school adjustment area in comparison to low achievers. No significant difference was observed on social adjustment between these groups. Female high achievers were found to be better adjusted socially.

Poulose (1987) found that social adjustment does not have any significant influence on process outcomes in physics of university entrants.

Thirugnanasambandam (1990) noticed that adjustment is a person's interaction with his environment. Boys have significantly greater scores on the social adjustment scale than the girls. Tribal difference was also found in social adjustment.

Vasishtha (1991) noticed that high achieving boys demonstrated better social adjustment than their high achieving female counterparts.

Thomas (1993) conducted a study on achievement and social adjustment of accelerated students. Data were collected pertaining to high school and college achievement, career aspirations, personal values, self-awareness and personally. It was found that accelerated students are independent, practicable, stable and showed high level of adjustment.

Monrow (1995) conducted a study to find out the relationship between personality variables and achievement of elementary school children. It was found that the relationship between social adjustment and achievement is positive and significant.

Sabu (1996) pointed out that rural pupils are having poor social adjustment than urban pupils. Secondary school pupils are facing several problems and these problems have a significant relationship with their social adjustment.

Singh (l997) conducted an investigation in to the comparison of the school adjustment between students belonging to different groups based on SES, education level, occupation of parents and locality. It who belongs to upper SES, high educational level of parents, Service group of parents and urban residents is higher than that of those with lower SES, lower educational level of parents, and agriculture group of parents of rural residents.

Dutta (1998) studied social adjustment of accelerated students on a sample of 200 adolescents drawn from Assam Agricultural University. It was revealed that (i) mean scores of social adjustment of girls were greater than boys but no significant difference existed in social adjustment between 16-18 and 19-21 years and (ii) there is significant difference in social adjustment between high achievers and low achievers, high achieves are better adjusted.

Harter and Stephanie (1998) investigated family and social cognitive characteristics as possible mediators of social adjustment. Subjects were 85 college women including 29 with a history of sexual abuse by a family member and 56 control subjects with no history of abuse. Results indicated decreased cohesion and adaptability in the family of origin, increased perception of social isolation, and poorer social adjustment among abused subjects. Additional analysis suggested the family characteristics and increased perception of social isolation were more predictive of social maladjustment than abuse. However, abuse by parental figure was related to poorer social adjustment even after significant family and social cognitive variables were controlled.

Jain and Jandu (1998) examined school adjustment among adolescent girls and boys of employed and unemployed mothers in the age group of 14-18years on a sample drawn from Udaipur city of Rajasthan. It was found that (i) girls had better adjustment than boys (ii) girls and found to be more adjustable than boys of both employed and unemployed mothers. Girls were more adjustable than boys in emotional area.

The study of Chin and Cen of Shanghai teachers' university, China examined, the three cohorts (1990, 1998 and 2002) of elementary school children (Maximum age is 10 yrs) relations between social functioning and adjustment in different phases of the societal transition in China. Data were obtained from multiple sources. The results indicated the sociability cooperation was associated with peer acceptance and teacher rated competence, whereas aggression was associated with social and school difficulties in all 3 cohorts. The effect of different social contents was reflected mainly in the relations between shyness sensitivity and adjustment. Whereas shyness was associated with social and academic achievement in the 1990 cohort, the associations became weaker or non-significant in the 1998 cohort. Furthermore, Shyness was associated with peer rejection, school problems and depression in the 2002 cohort.

Sindh and Jayakumari (2003) studied social adjustment of orthopedically handicapped students; the sample was 200 adolescents drawn from New Delhi. It was found that social adjustments of orthopaedically handicapped students differ significantly from non-handicapped students. But there is no significant difference in social adjustment among boys and girls.

Perry (2005) studied the social context of early schooling and children's school adjustment. It was found that empirical links between classroom and school conditions and various competencies related to successful school adjustment.

Sindhu (2005) studied teacher's motivation, student adjustment and their academic achievement with the objective to compare school adjustment of boys and girls and their achievement level by taking a sample of 680 students 0f Xth class from Kendriya Vidyalayas through stratified random sampling technique and found no significant difference in the achievement of boys and girls; better liking of teachers contributed to better achievement of boys; girls displayed superior adjustment as compared to boys.

Suma (2007) carried out a study on social adjustment and Academic performance in higher secondary school students. The adjustment scale was administered to 526 students of XI standard. Academic achievement scores were percentage of marks scored by students in annual examination. Results revealed a positive relationship between social adjustment and academic performance.

Hameed and Thahira (2010) examined the emotional maturity and social adjustment of student teachers. The sample of 600 student teachers were taken from different training colleges in Malappuram district, Kerala and the tools administered for collection of data were emotional maturity and social adjustment scales. The results of the study indicated that male student teachers are more emotionally matured and socially adjusted than female student teachers. The investigators found a positive relation also between emotional maturity and social adjustment.

Sindhu, G. (2018) studied the influence of academic procrastination achievement motivation and social adjustment on scholastic achievement of institutionalized children at secondary level and found that there exists positive and significant relationship between adjustment and scholastic achievement among institutionalized children.

III. Conclusion

From the review of related literature the investigator could understand that the studies related to Socio-personal Adjustment and Narcissistic Personality Trait are very rare. Studies conducted in the field of social adjustment, personal adjustment and narcissistic personality in different samples are seen separately. A few of them admits little significant relationship between the adjustment and personality. No recent study was found in the field of Socio-personal Adjustment and Narcissistic Personality Traits. There were studies which found that there exists no significant difference with regard to the impact of Gender on Adjustment and Narcissistic Personality. There were studies which found girls are better adjusted than boys. Whereas few other studies viewed boys shows better adjustment than girls. Considering all these facts the investigator made an attempt to study the individual and combined effect of Narcissistic Personality Traits and Gender on Socio-personal Adjustment of Prospective teachers at Secondary level.

ANALYSIS AND INTERPRETATION

The major findings are summarized below.

1. The extent of Narcissistic Personality Traits among prospective teachers at secondary level, in terms of percentile was found to be as follows

Percentile	Value
P_{90}	171.00
P_{80}	162.00
P_{70}	155.60
P_{60}	150.00
P_{50}	146.00
P_{40}	141.00
P_{30}	135.00
P_{20}	129.00
P_{10}	121.00

2. Extent of Narcissistic Personality Traits among prospective teachers at secondary level was found to be as follows.

NPS	Gender		Total
	Male	Female	
Very High	9	24	33
High	30	66	96
Moderate	110	398	508
Low	40	135	175
Very Low	23	52	75
Total	212	675	887

3. The independent variable Narcissistic Personality Traits has significant main effect on Socio-personal Adjustment of prospective teachers at secondary level.
[F= 3.00, P ≤ .05, for (4,877) degrees of freedom]
4. There is no significant difference in the mean scores of Socio-personal Adjustment of prospective teachers having Very high Narcissistic Personality Traits and High Narcissistic Personality Traits.
[t= 0.50, P ≥ .05]
5. There is significant difference in the mean scores of Socio-personal Adjustment of prospective teachers having Very high Narcissistic Personality Traits and Moderate Narcissistic Personality Traits. The positive sign of critical ratio shows that prospective teachers with Very high Narcissistic Personality Traits are having more Socio-personal Adjustment than the prospective teachers with Moderate Narcissistic Personality Traits.
[t= 2.17, P ≤ .05]
6. There is significant difference in the mean scores of Socio-personal Adjustment of prospective teachers having very high Narcissistic Personality Traits and Low Narcissistic Personality Traits. The positive sign of critical ratio shows that prospective teachers with Very high Narcissistic Personality Traits are having more Socio-personal Adjustment than the prospective teachers with Low Narcissistic Personality Traits.
[t= 2.11, P ≤ .05]
7. There is no significant difference in the mean scores of Socio-personal Adjustment of prospective teachers having Very High Narcissistic Personality Traits and Very low Narcissistic Personality Traits.
[t= 1.88, P ≥ .05]
8. There is significant difference in the mean scores of Socio-personal Adjustment of prospective teachers having High Narcissistic Personality Traits and Moderate Narcissistic Personality Traits. The positive sign of critical ratio shows that prospective teachers with High Narcissistic Personality Traits are having more Socio-personal Adjustment than the prospective teachers with Moderate Narcissistic Personality Traits.
[t= 2.58, P ≤ .01]
9. There is significant difference in the mean scores of Socio-personal Adjustment of prospective teachers having High Narcissistic Personality Traits group and Low Narcissistic Personality Traits group. The positive sign of critical ratio shows that prospective teachers with High Narcissistic Personality Traits are having more Socio-personal Adjustment than the prospective teachers with Low Narcissistic Personality Traits.
[t= 3.12, P ≤ .01]
10. There is significant difference in the mean scores of Socio-personal Adjustment of prospective teachers having High Narcissistic Personality Traits and Very low Narcissistic Personality Traits. The positive sign of critical ratio shows that prospective teachers with High Narcissistic Personality Traits are having more Socio-personal Adjustment than the prospective teachers with Very low Narcissistic Personality Traits.
[t= 2.16, P ≤ .05]
11. There is no significant difference in the mean scores of Socio-personal Adjustment of prospective teachers having Moderate Narcissistic Personality Traits and Low Narcissistic Personality Traits.
[t= 0.91, P ≥ .05]
12. There is no significant difference in the mean scores of Socio-personal Adjustment of prospective teachers having Moderate Narcissistic Personality Traits and Very low Narcissistic Personality Traits.
[t= 0.25, P ≥ .05]
13. There is no significant difference in the mean scores of Socio-personal Adjustment of prospective teachers having Low Narcissistic Personality Traits and Very low Narcissistic Personality Traits.
[t= 0.36, P ≥ .05]
14. There is significant difference in the mean difference in Socio-personal Adjustment between male and female prospective teachers. The positive sign of critical ratio shows that male prospective teachers are having more Socio-personal Adjustment than the female prospective teachers.
[t= 4.65, P ≤ .01]
15. The Interaction effect of Narcissistic Personality Traits and Gender on Socio- personal Adjustment of prospective teachers at secondary level is not significant.
[F= 1.16, P ≥ .05, for (4,877) degrees of freedom]

Educational Implications

The findings of the study revealed that the main effects of Narcissistic Personality Traits and Gender on Socio-personal Adjustment are significant. The mental health of teachers is of higher importance than any other social groups for the role they play in the mental and intellectual health of students because the ultimate aim of education is to produce good citizens. The reputation of school and its influence on the life of the community invariably depend up on the kind of teachers working in it. If teacher has no sound mental health, they cannot concentrate in teaching and retain the knowledge given to the students.

The success of an educational system is largely depends up on the quality of teachers available to it and again the quality of teachers depends up on the quality of teacher education. The quality and efficiency of education and its contribution to national development rests on the quality and competence of teachers. It is not enough if they are highly enriched with subject matter and aware of all modern methodologies of teaching, they need to have positive attitude, better socio-personal adjustment and good personality.

1. The socio-personal adjustment of female prospective teachers is less than that of male prospective teachers, which indicates the need of taking adequate measures to improve the socio-personal adjustment of female prospective teachers to improve the quality of teachers. Among Teachers in Kerala and many other states of India have a majority of female teachers, hence it is essential to look in to this matter with due importance. Special training must be given to improve their Social and personal adjustment especially to improve their democratic character, social competence, self-actualization, temperament, inferiority complex etc.

2. Since our prospective teachers are having various levels of narcissistic personality traits, they also show arrogance, domineering, grandiosity, preoccupation with success and power, lack of empathy, belief of being unique, sense of entitlement, requires excessive admiration, exploitative, and envious of others. Therefore, adequate training should be given to them for overcome these negative impacts.

3. Adjustment is the process by which a living organism maintains balance between its needs and its circumstances that influence the satisfactions of these needs. Hence an individual is well adjusted when his needs are satisfied. In this sense, if the prospective teachers with narcissistic personality traits have socio-personal adjustment means that their needs- like dominance, entitlement, excessive admiration are satisfied.

4. We believe that other types of victims are likely to be affected by narcissistic personality traits, particularly when the narcissistic prospective teacher is living harmoniously with his environment. Narcissists are motivated by social dominance and it therefore stands to reason that a narcissist is well adjusted. If the narcissistic prospective teachers doesn't have any issue of adjustment then it indicates that the students may be the victims. So make them aware about these aspects through proper professional development courses.

5. In order to become an efficient and effective teacher, one must possess the personality traits essential for a good quality education. Narcissism may be an inherent part of today's youth. If we want to develop capable, confident productive members of society for the next generation, something need to be done to the narcissistic revolution.

6. The study also helps to make prospective teachers, if they have narcissistic personality traits, to be careful in the teaching process by controlling or purposeful avoidance of narcissistic personality traits in order to avoid the negative impact.

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