

As per CBCS Course

PSYCHOLOGY OF ADOLESCENCE

B.A. 2nd Semester (Regular) CBCS Course
under Gauhati University



Dr. Mukul Saikia

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Psychology of Adolescence



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Psychology of Adolescence

(As per CBCS syllabus under Gauhati University)

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PSYCHOLOGY OF ADOLESCENCE

Published by Ashok Publication

First Impression : 2020

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(An Imprint of Asian Humanities Press)
Ground Floor, 2/27 Ansari Road, Daryaganj, New Delhi-110002
Contact No. : 75770-73317
E-mail : globalnetpublication@gmail.com

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Jaswanta Road, Panbazar
Guwahati-1
Contact No : 94350-44525, 70028-46982
E-mail : absguw@gmail.com

ISBN : 978-93-89491-41-8

Printed in India at Ador Graphics, Guwahati
Publisher : Ashok Publication, Guwahati, Assam

Price : 160/-

PREFACE

Adolescence is undoubtedly the most important periods of life. It is a period of massive change in all dimensions of an individual which make the adolescent stage vulnerable. The body of the adolescent undergoes some major changes, and there are also changes in relationships, in educational expectations, in social life, and so on. This period of huge change requires proper understanding on the part of the adolescent as well as the teacher, parents and all concerned so as to make smooth adjustment in all areas of life of the adolescent. Adolescent need support and help to adjust with the changes, to make the right choices, and to make sense of the new situations which they face. This makes the study of adolescent very important for all who are in charge of helping adolescents to pass through this important period of life.

The CBCS syllabus for B.A. course under Gauhati University has rightfully included *Psychology of Adolescence* as an important course to be studied by the students. This book has been prepared to meet the needs of students including contents strictly as per the syllabus only. In doing so, I am quite aware that the book will have shortcomings since the area of Adolescence development and psychology is incredibly vast. I hope to make any future edition of the book more comprehensive. I heartily solicit constructive criticism and suggestions from respected teachers, students and all concerned for future modifications of the book. I would be highly pleased if this book can help our students.

I am grateful to my colleagues and friends, my family members who immensely supported me during the work. I am grateful to the entire of Ashok Book Publishers team for their interest and sincerity in publishing the book.

Place : Tezpur
Date : The 1st March, 2020

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2nd SEMESTER (REGULAR)
EDU-RC-2016
PSYCHOLOGY OF ADOLESCENTS
Total Marks: 100 (External: 80 and Internal: 20)
Credit-6

Course Objectives :

After completion of this course the learner will be able to :

- Enable the students to understand the period of adolescence
- Enable the students to understand the significance of the adolescence period in human life
- Enable the students to know about various problems associated with this stage
- Enable the students to understand the development aspects of adolescence, importance of adolescence period and problems associated with this stage.

Course contents

Unit-1

Introduction to adolescent psychology Meaning and definition of adolescence Need and importance of studying adolescent psychology Adolescence – age of transition Is adolescence a period of storm and stress?

Unit-2

Physical and mental development Characteristics of physical development Characteristics of mental development Educational implications of physical and mental development.

Unit-3

Social development Characteristics of social development Influence of peers in social development Factors affecting social adjustment.

Unit-4

Emotional and personality development Characteristics of emotional development Personality changes during adolescence Adjustment problems of adolescence.

Unit-5

Delinquency Meaning, Nature and types of delinquency Causes of delinquency – biological, psychological and sociological Role of school, family and society in preventing delinquency Prevention and control of drug addiction.

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CHAPTER I

INTRODUCTION TO ADOLESCENT PSYCHOLOGY

INTRODUCTION :

The life of an individual passes through various stages of psycho-physical development. In a sense, life is a process of continuous development from the cradle to the grave. Though this process is integrated and continuous, it has several distinct phases. Each of these phases or stages has unique psycho-physical characteristics like abilities, strengths, weakness, needs and interests etc. That is why every learner should be considered as a developing entity with unique psycho-physical needs, interests, abilities, strengths and such other characteristics. Therefore, while planning, and implementing any educational program, the educator must carefully consider the characteristics of learners with respect to the developmental stage of life to which the learner belongs. This requirement demands good knowledge on the part of educators about the various developmental stages of life and their characteristics. Because, a learner's developmental stage significantly influences his or her ability to learn. Developmental psychologists have explored the various patterns of behaviour particular to various stages of development since very long. To meet the varying educational needs of learners, a developmental approach must be used. The important factors that affect learner readiness and achievement such as physical, cognitive, and psychosocial maturation must be taken into account at each developmental stage of life. Educators must acknowledge the effects of growth and development on an individual's willingness and ability to learn. Therefore, educational plans must address stage-specific characteristics of the learner. In order to individualize the approach to education and to meet the needs of learners the specific and varied tasks associated with each developmental stage must be analysed and studied well. The analyses of each developmental stage in

terms of physical, cognitive, and psychosocial characteristics is crucial in deciding the methods to be used to help the teaching-learning process. It is easily understandable that young and adolescent learners are very different from the adult learner in many ways. Similarly, different physical and mental conditions during the various phases of development affect the capacity, readiness and achievement in learning. Motivation to learn in the adult varies from the motivation to learn among children and adolescents. For education to be effective, the educator must create an environment conducive to learning by presenting information at the learner's level. Educators must determine what needs to be taught, when to teach, how to teach, and who should be the focus of teaching in light of the developmental stage of the learner.

STAGES OF HUMAN DEVELOPMENT :

Development is a continuous process that occurs over the entire lifespan of human beings. This lifelong process of development has been described as a series of stages on the basis of age and age-related characteristics by several eminent psychologists, including Jean Jack Rousseau, Earnest Jones, Sigmund Freud, Erik Erikson, Jean Piaget, and Lawrence Kohlberg. A developmental stage is a period in which individuals show characteristic behaviour patterns and grow in particular capacities. However, it is important to note that though a uniform pattern or sequence is followed by all individuals, developmental characteristics in the forms of psycho-physical changes may be seen at different ages among different individuals. This fact makes it difficult to classify the process of human development into different fixed stages since such classification is based on the psycho-physical characteristics of individuals. Moreover, the movement of individuals from one stage to another is not sudden but slow and gradual. Furthermore, development is a continuous process and it cannot be broken up into watertight compartments or stages. The classification of human development into different stages has been made by psychologists for the convenience of studying the process of development. This is why different psychologists differ with respect to their description of the developmental stages and there is no standard classification of human developmental stages.

Although, experts and psychologists differ in terms of their description of the stages of development and age limits of different stages, almost all stage theorists include the stages of infancy, childhood, adolescence and adulthood in

general. Hence, the following section presents a brief discussion on these four stages of development along with their important psycho-physical characteristics.

Stages of development	Age Range (approximate)
1. Prenatal	From conception to birth
2. Infancy	From birth to 2 years
3. Childhood	
a. Early childhood	From 3 to 6 years
b. Later childhood	From 7 to 12 years (onset of puberty)
4. Adolescence	From 13 to 19 years (onset of puberty to attainment of maturity)
5. Adulthood	From 20 years attainment of maturity onwards

Table 1.1: Stages of Development

MEANING AND DEFINITION OF ADOLESCENCE

Adolescence is one of the most important stages of human development. It is the period that starts with the attainment of puberty and continues till the attainment of adulthood. It is a very significant period of physical and psychological transition between childhood and adulthood in the life of an individual. The term adolescence has been derived from the Latin word "adolescere", meaning "to grow" or "to grow to maturity." This period is also known as the "teen-age" as this period is most closely associated with the teenage years. However, the physical and psychological characteristics of adolescence may begin earlier and end later than the teen years. For example, puberty nowadays usually begins prior to the teenage years indicating a normative shift in it occurring before adolescence particularly in females, though historically

puberty has been linked with the onset of adolescence. Besides, physical growth and cognitive development generally seen in adolescence, also continues even after reaching adulthood. At the same, the age at which adulthood begins, chronologically and legally is not uniform, and varies from culture to culture or from one country to another. Different cultures and societies consider an individual to be mature enough to entrust them with certain freedom and responsibilities at different ages. This is why the age at which an individual can vote in the elections, get a driving licence, purchase and drink alcohol, or marry, differs from country to country or society to society. Thus, it should be noted that the range of chronological age provides only a rough indicator of adolescence, and this is why psychologists differ in terms of their definitions of adolescence.

According to the views of different experts, adolescence can start at the age of nine and end at eighteen. Or it can start at fourteen and end at twenty five. They may grow quickly in some ways and more slowly in others. This is why children who may be only nine, ten or eleven years old may be Adolescents in some ways already, while teenagers of thirteen or fourteen may just be reaching Adolescence. According to the World Health Organization (WHO), adolescence covers the period of life between 10 and 20 years of age. Although there are individual variations in the timeline for this growth, psychologists describe adolescence in three phases with their own specific characteristics and tasks: *early, middle, and late adolescence*.

Early adolescence is a physically tumultuous time characterized by the onset of puberty. It generally starts from 10 to 13 years of age, and possibly even earlier for girls. These physical changes include the appearance of body hair, the development of breasts for girls and larger genitals for boys, and terrible odours and growth spurts. In fact, this is the period of fastest human growth outside of infancy. So many changes at once often lead kids to become self-conscious and compare themselves to their peers.

Middle adolescence is the period roughly between the ages 14-16 when physical changes continue. During this period, body composition and skeletal mass start to change, increasing lean body mass in males and decreasing it in females. In other words, boys start to "bulk up" and girls start to "fill out". The importance of friend groups that starts in early adolescence increases, and

conflicts with parents and caregivers become more prevalent. Social interactions expand to include romantic relationships and may lead to sexual experimentation in some cases. This can be a difficult time for parents and adolescents, because though middle adolescents can empathize, think and plan more abstractly than younger kids, they still have a child's illusion of indestructibility. This period is also characterized by feelings of omnipotence and immortality, leading to increased risk-taking.

Late adolescence can span from ages 17 to 25 – well into adulthood, especially for males. Physically, they are now mature. But the brain is still developing the qualities like the abilities to plan ahead, delay gratification, and compromise. During this last phase of adolescent development, adolescents experience increased emotional stability and independence.

According to A. T. Jersild, "Adolescence is that span of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically".

Famous psychologist Jean Piaget defined adolescence as, "the age of great ideals and the beginning of theories as well as the time of simple adaptation to reality".

According to International Encyclopedia of the Social & Behavioral Sciences, "Adolescence is a period in life that begins with biological maturation during which people accomplish a series of developmental tasks raised by the many biological-physical changes, cognitive changes, and social-emotional changes".

According to Erikson, Marcia and Waterman, "Adolescence as a developmental period often is viewed as one typified more by instability than stability. This viewpoint is in part justified by the tendency for adolescence to serve as a period of self and identity development, with marked fluctuations in how one perceives oneself".

According to Spear and Steinberg, "Adolescence is a life transition characterized by striking changes in cognition, risk taking, and social behaviour".

According to Dorothy Rogers adolescence is, "a process rather than a period, a process of achieving the attitudes and beliefs needed for effective participation in the society".

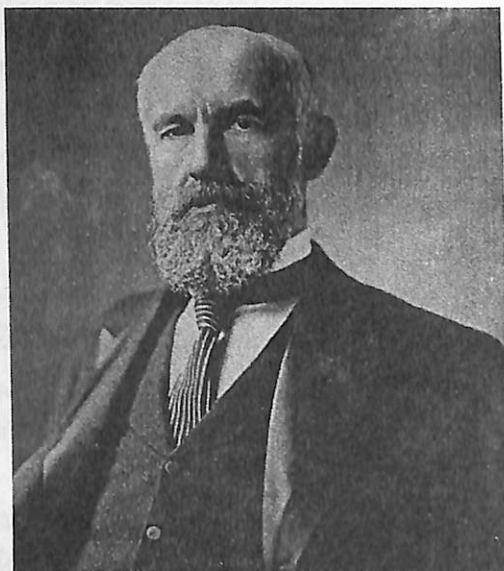


Figure 1.1: G. Stanley Hall

The name of G. Stanley Hall is associated with the beginning of formal study of the psychology of adolescence as an important stage of development. Stanley Hall was the first president of the American Psychological Association. He published his famous book named "Adolescence" in 1904 which brought revolutionary awareness about the rapid and incredible changes in the body and consequently in the mind of an individual. Hall described the period of adolescence as a time of "storm and strain" or a period of internal turmoil and upheaval. After Hall, different psychologists including Erikson and Freud developed their theories for the understanding of this important and influential period of development. Psychologists, in studying the development of adolescence have defined the period from biological, cognitive, as well as social perspectives. Biologically, adolescence has been defined as the period of physical transition starting with the onset of puberty and ending with the termination of physical growth including the changes in height, weight, muscles, sex organs, and structure brain; cognitively, adolescence has been defined as the stage of developing knowledge and abilities of abstract and multi-dimensional thinking, reasoning and; and socially, this stage has been explained as a period of preparation for different adult roles.

While trying to understand the stages of adolescence we must remember that:-

- *Adolescence is not just a range of age*

- *It's more than physical – it is a period of profound physical, psychological, emotional, and social transition.*
- *It starts unexpectedly early – adolescence starts with puberty, but puberty itself can start before 10, and hormonal development can start as early as six or seven.*
- *It's very personal – the specific stages of development vary from individual to individual. That variety in physical and emotional development can lead to self-consciousness and stress about identity.*
- *They need to grow their own way – turning away from parents is a normal process, and this helps kids develop independent decision making.*
- *It ends unexpectedly late – many aspects of adolescent development continues until the mid-twenties.*

General characteristics of adolescents :

Although different psychologists differ in their definitions and theories explaining the period of adolescence, all of them agree that this is the most influential period of entire lifespan of an individual. Following are the major characteristics and developmental aspects of adolescence:

An important period of life : Adolescence is the most important period of all the developmental stages of the lifespan of an individual. Developmental changes during adolescence are important because of their immediate as well as long term effects on the behaviour, attitude and personality of an individual. Moreover, the changes during the adolescence are important for the effects on the physical life as well as on the psychological life of the individual. The rapid and important physical changes that bring completely new experience for the adolescents bring important psychological changes as well. Such rapid changes require psychological or mental adjustments and the need for developing new attitudes, values and beliefs.

A transitional period of life: Adolescence is the period of transition from childhood to adulthood which is characterized by rapid psycho-physical changes. This transition require on the part of the adolescent to bring about changes in their behaviour and attitude to suit the changing role and expectation associated with this stage of development. This change or transition accompanied by rapid and deep-rooted influence on the body and mind of the adolescents for which adolescents at times find it difficult to adjust or to cope with such changes. This important period, which is neither childhood nor adulthood, often creates role confusion for the adolescents. Because, when adolescents behave like children, they are not accepted

for not acting their age; on the other hand, if they behave like adults they are blamed as acting bigger than their age.

A period of rapid change: Adolescence is a period of rapid change. The rapidity of physical changes can be seen in the changes in the attitude and behaviour as well. The rate of change in behaviour and attitude is rapid when the changes in physical characteristics are rapid and the same slows down with slowing down in the rate of change in physical characteristics. Following are the five universal interrelated areas in which change during adolescence occur:

- 1) Heightened emotionality is an area where rapid changes take place during adolescence and the rate at which this happens depends on the rate at which physical and psychological changes take place. Heightened emotionality is a characteristic that is seen usually during the early years of adolescence.
- 2) Rapid changes leading to sexual maturity, which confuse adolescents and they become unsure of themselves, their capacities and their interests. They suffer from strong feelings of inexplicable instability which are intensified by the ambiguous treatment by parents and teachers.
- 3) The changes in the body, interests, and the roles social groups expect adolescents to play create new problems for them. These problems are quite new and hard to solve for the adolescents that keep the adolescents preoccupied.
- 4) With the change in the interests and behaviour patterns of adolescents, their values also change. The important values of childhood are no longer important to them at this stage. For example, instead of valuing more number of friends that was characteristic of childhood, they now give importance to the type of friends that are admired by their peers.
- 5) Most Adolescents are ambivalent about changes. Though they like freedom and want to be independent, they fear the responsibilities that go with freedom and doubt their ability to handle responsibilities.

Adolescence is a period of hetero-sexuality: The experience of sexual excitation is the prime consideration for the adolescents. Sexual tendencies that lies dormant during childhood, returns with full force during adolescence. The homosexual tendencies of childhood transform into hetero-sexual tendency during adolescence. Development of sexual organs and attainment of puberty or sexual maturity during adolescence make them feel attracted towards the members of the other sex.

Adolescence is a problem age: The problems of adolescence are tougher for the boys and girls in comparison to the problems of other stages of development. This is because of the fact that during childhood and earlier times their problems were mainly solved by parents or other adults and hence adolescents are inexperienced at solving problems for themselves. Moreover, since adolescents like freedom, they want to solve their problems independently rejecting help offered by their parents and teachers. However, in their attempts to solve problems adolescents realize that solutions to their problems are not as easy as they expect them to be. According to Anna Freud, these failures on the part of the adolescents are not entirely due to their incapacity but due to the fact that adolescents' all energies are engaged in trying to solve the major problem caused by their sexual growth and development.

A time of search for identity and self dependence: During their late childhood children try to identify themselves with their gang in almost all respects including their dress, speech and behaviour. This tendency to identify oneself continues through the early years of adolescence. However, gradually adolescents crave for their own identity and the tendency to conform to group gradually disappears. They want to establish their own identity at this period of life by using various means including their clothes, hairstyle or other patterns of behaviour. They try to attract the attention of others and want to be recognized as individuals. At this stage of development, adolescents want to be self-dependent as opposed to their dependent behaviour of childhood.

A time of hero-worshipping: Adolescents feel a strong need to fix a definite ideal in their lives. They develop a tendency to imitate the behaviour, attitude and values of some influential personality they love. Accordingly, they try to identify themselves with their hero and try to copy the styles and patterns of behaviour of the hero.

Adolescence is a dreaded age: Psychologists observe that many popular beliefs about adolescence evaluate their behaviour as negative. Cultural stereotypes often consider adolescents as sloppy and unreliable with destructive and anti-social inclinations. Such stereotypes about adolescents have caused dread and anxiety about this responsibility in the adults who are responsible to guide and supervise adolescents and made them unsympathetic in their attitude and treatment towards normal adolescent behaviour. Popular and negative stereotypes about adolescents also influence the self-concept and attitude towards themselves. This stereotypes

work as mirrors to adolescents held up by the society which shapes their behaviour. When adolescents accept the stereotypes held by the society, it becomes difficult for them to transit into the stage of adulthood. This also leads to friction between adolescents and adults, especially between parents and children and they often turn down the help and suggestions extended by their parents.

Adolescence is a time of unrealism or fantasy: Psycho-physical changes during adolescence bring about colourful changes into the life of boys and girls and they like to live in the realm of imagination. They see themselves as they would like to see rather than as they actually are. They have unrealistic aspirations which lead to heightened emotionality. But their unrealistic sight of the world lands them in trouble when they face the hard realities of life. Consequently they become angry, hurt and disappointed. With increased experiences about the worldly affairs and with increased ability to think rationally they gradually learn to see the world in more realistic ways.

Adolescence is the threshold of adulthood: Adolescents, as they get closer to the stage of adulthood, become anxious to behave like adults. They feel and try show to others that they have grown up. They try to follow the behaviour associated with adulthood and therefore engage in activities like smoking, drinking, using drugs or even engaging in sexual activities.

NEED AND IMPORTANCE OF STUDYING ADOLESCENT PSYCHOLOGY:

There is little doubt about the fact that adolescence is one of the most important periods of life. It is a period of massive change in all dimensions of an individual which make the adolescent stage vulnerable. The body of the adolescent undergoes some major changes, and there are also changes in relationships, in educational expectations, in social life, and so on. This period of huge change requires proper understanding on the part of the adolescent as well as the teacher, parents and all concerned so as to make smooth adjustment in all areas of life of the adolescent. Adolescent need support and help to adjust with the changes, to make the right choices, and to make sense of the new situations which they face. This makes the study of adolescent very important for all who are in charge of helping adolescents to pass through this important period of life.

Adolescence has been considered as a period of turmoil since very long in the history. Expectations regarding this period and views on how adolescents

should be treated vary among experts as well as among laymen. One popular view and a common social observation nowadays is that individuals today begin adolescence very early and leave it too late. The decline in the age of menarche for girls and the challenges of achieving economic independence in today's economy both support the idea of an extended adolescence. However, this idea of prolonged adolescence is not new. As early as in 1563 an English law pronounced that all craftsmen should complete and apprenticeship of at least seven years because "until a man grows into 23 years, he for the most part, though not always, is wild, without judgement and not of sufficient experience to govern himself" (Hibbert, 1987)

G. Stanley Hall considered adolescence as a period of storm-and-stress. However, he was not the first person to point to the emotional and behavioural distinctiveness of adolescence. Aristotle stated that youth "are heated by Nature as drunken men by wine." Socrates characterized youth as inclined to "contradict their parents" and "tyrannize their teachers." Rousseau said describing adolescence: "As the roaring of the waves precedes the tempest, so the murmur of rising passions announces the tumultuous change.... Keep your hand upon the helm, or all is lost." In fact, around the time Rousseau was writing, an influential genre of German literature was developing, known as "sturm und drang" literature—roughly translated as "storm and stress." The classic work of the genre was Goethe's *The Sorrows of Young Werther*, which depicts a story about a young man who commits suicide in despair over his doomed love for a married woman. There were numerous other stories at the time that depicted youthful anguish and angst. The genre gave rise to popular use of the term "storm and stress," which Hall (1904) adopted later while writing his great work on adolescent development.

However, anthropologists, like Margaret Mead (1928), countered the claim that a tendency toward storm and stress in adolescence is universal and biological by describing non-Western cultures in which adolescence was neither stormy nor stressful. In contrast, psychoanalytic theorists, particularly Anna Freud have been the most outspoken proponents of the storm-and-stress view. They viewed adolescent storm and stress as rooted in the recapitulation of ontogenetic oedipal conflicts from early childhood. This recapitulation of oedipal conflicts provokes emotional volatility, depressed mood, and conflict with parents. Anna Freud viewed adolescents who did not experience storm and stress with great suspicion, claiming that their outward calm concealed the inward reality that they must have "built up excessive

defenses against their drive activities and are now crippled by the results". She, much more than Hall, viewed storm and stress as universal and immutable, to the extent that its absence signified psychopathology: "To be normal during the adolescent period is by itself abnormal."

The views expressed by different scholars about the dangers of adolescence make it imperative that an in depth study about the various aspects of adolescents' development is of crucial importance to all concerned—parents, teachers, curriculum planners, policy makers, legislators and so on. However, most adolescents make their transition to adulthood with relatively little difficulty and they have good psycho-physical health and they do not engage in any risk behaviour either. Others, at the same time, may involve in behaviours that put themselves and others into risk such as reckless driving, sexual offences, substance use and crimes etc. or they may experience emotional or mental health disorders. Only a sound knowledge about adolescents' development can help to guide adolescents through such turmoil and to help them realize their potentialities.

Parents and professional adults usually find the adolescent stage a challenge. Adolescent behaviour is often puzzling and difficult to understand. Moreover, adolescents generally try to push away adults. Adults, particularly parents, may feel they no longer have a role. The truth is exactly the opposite. Therefore, it is very important that all adults, parents and professionals, compulsorily study about adolescent development. This knowledge can go a long way in offering necessary support to adolescents. Adolescents need parents, teachers and other adults to support them during their period of stress and storm. Adults will definitely be able to play this crucial role more effectively if their help is based on good quality information about adolescence. An intense study about adolescents, their characteristics, needs and problems is very important to design, implement, and evaluate programs for fostering healthy psycho-physical development of adolescents.

Some specific needs of studying adolescence may be mentioned as follows:

- The first and foremost need of studying adolescence is to understand adolescence as an important stage of human development. A sound knowledge about the characteristics, needs and problems of adolescents is required to develop a sympathetic and helping attitude towards the adolescents who suffer from great psycho-physical stress and strain.
- Studying adolescence is needed to provide the adolescents with accurate,

age appropriate and culturally relevant information; promote healthy attitudes and develop skills to enable them to respond to real-life situations effectively.

- Teachers need to study and understand the psychology of adolescence to be able to develop effective teaching and behaviour-management strategies.
- Parents need to about this stage very well so that they can understand the changing behavioural and other characteristics and needs of their growing children. Such understanding on the part of the parents can go a long way in establishing meaningful relationship with adolescents and in avoiding conflict with them.
- Studying adolescence is needed to understand the critical link between childhood and adulthood, which is characterized by significant physical, psychological, and social transitions. Knowledge of adolescence psychology can help to understand that though these transitions are difficult but they also present opportunities to positively influence the development of adolescents.
- Adolescence themselves need to study about the stage of adolescence so that they may face the challenges of this stage successfully and make a smooth transition from childhood to adulthood. This study may help them to acquire information, provide encouragement and support, clarify doubts and myths so that they can make sense of their world and grow as productive members of the society.
- A study about adolescence is needed to understand adolescence as one of the most rapid phases of human development. This study can give insight about the fact that although the order of many of the changes appears to be universal, their timing and the speed of change vary among and even within individuals.
- Teachers and parents need to know about the nature and changes that take place during adolescence. They must understand the problems of adolescents so as to help them solve those problems. They should also know the causes of the problems so that solutions to the problems may be suggested.
- Mental health of the adolescents as well as the persons in charge of them is an important issue of concern. Adolescence psychology is needed to understand mental health issues in order to preserve, cure and prevent incidences of maladjustment and utilize their potentialities.

- A study of adolescents is needed to understand the needs and developmental tasks for adolescents. With such knowledge parents can help adolescents to shoulder their responsibilities, the teacher and educator can frame curriculum, teaching methods and school policies that help adolescents to develop skills to meet various responsibilities.
- Educational planning for adolescents including curricular and co-curricular activities also necessitates sound study about the various aspects of adolescent development.
- Another important need of adolescent psychology is the need of guidance. Adolescents are in need of guidance the most. They need proper educational, vocational and personal guidance to solve their multifaceted problems of life. In order to offer proper guidance to adolescents, a sound knowledge about them is the first prerequisite.

ADOLESCENCE – AGE OF TRANSITION :

Adolescence is a stage of transitions. Adolescents experience a variety of physical, cognitive, social, emotional changes. Psychologists believe that it is these transitions that mark the end of childhood or beginning of adolescence rather than any single event or boundary line. The gradual transitions touch different aspects of adolescent's behaviour, development and relationships.

Physical or biological transition :

The onset of adolescence is marked by two significant changes in physical development. First, children change dramatically in size and shape as they enter the **adolescent growth spurt**. Second, adolescents attain **puberty**, (from the Latin word *pubertas*, meaning "to grow hairy"), or reach sexual maturity and becomes capable of producing children.

Growth spurt refers to the rapid increase in height and weight that marks the beginning of adolescence. Girls typically enter the growth spurt earlier than boys and boys lag behind girls by 2 to 3 years. In addition to becoming taller and heavier, adolescents develop adult like appearance during the growth spurt. The most noticeable changes are the appearance of breasts and a widening of the hips for girls, and a broadening of the shoulders for boys.

Puberty refers to the period during which an individual becomes capable of sexual reproduction. However, puberty is used as a collective term to refer to all

the physical changes that occur during adolescence. Hormonal changes during this period result in the development of both primary and secondary sexual characteristics. Developments of primary and secondary sexual characteristics during adolescence bring major changes in the body as well as in the mind of the adolescents. Primary sexual characteristics refer to the reproductive organs themselves; e.g., the ovaries and testes. Secondary sexual characteristics refer to other characteristic indicators of adult male and female bodies, such as the growth of pubic hair. The development of primary sexual characteristics makes the adolescent boys and girls capable of adult reproductive functioning or the ability to procreate. However, it is important to keep in mind that different adolescents experience these changes at different rates and times.

The development of primary sexual characteristics for the boys includes enlargement of the penis and testes, and the first ejaculation of mature sperm that is capable of fertilizing female eggs through sexual intercourse. The average age of the first ejaculation is 13 years, but it may deviate to any age between 12 and 16 years. Similarly, the testes usually begin to enlarge at about 11 years of age, but this can happen anytime between 9 and 13 years of age. Usually, the penis begins to enlarge around the age of 12, but this too can begin at anytime between 10 and 14 years of age. The most significant primary sexual characteristic for the girls is the first menarche, or first menstrual period. The first menarche indicates that the girls have begun to ovulate; i.e., to release mature eggs that can become fertilized by male sperm through sexual intercourse. The average age for the first menstrual period is 12 years, but girls can reach menarche at any age from 10 to 15 years. All such deviations in achieving sexual characteristics are considered normal and depend upon various factors including heredity, nutrition, climatic conditions, and psycho-physical health of the adolescents.

Hormonal changes along with the maturing reproductive system result in the development of various secondary sexual characteristics in the adolescents. Development of these secondary sexual characteristics includes changes in body hair and changes in voice quality. During this period hairs grow in new places of the body, including underarms and groins. Boys' facial hair continues to grow more quickly and more thickly, and hair may grow on their chest and stomach. Their voices begin to deepen as their vocal cords grow longer, and their larynxes, or voice boxes, grow larger. Psychologists believe that puberty is stressful for young

people. However, the difficulties of puberty can be minimized if adolescents know what changes to expect and have positive attitudes toward them.

Cognitive transition

Another important area of transition for the adolescents is the area of cognitive transition. Adolescence is a time for rapid mental or cognitive development. According to Jean Piaget during adolescence individual's thoughts start taking more of an abstract form and the egocentric thoughts decrease and therefore adolescents can think and reason in a wider perspective. During this stage of development executive functions or the cognitive skills that help the control and coordination of thoughts and behaviour take place. The physiological changes in brain structure and its improved functions, combined with increased experience, knowledge, and changing social demands produce rapid growth of cognitive abilities during adolescence. This stage of cognitive development, termed by Piaget as the formal operational stage, marks a movement from an ability to think and reason from concrete visible events to an ability to think hypothetically and entertain what-if possibilities about the world. An individual can solve problems through abstract concepts and utilize hypothetical and deductive reasoning. Adolescents use trial and error to solve problems, and the ability to systematically solve a problem in a logical and methodical way emerges. Improvements in thinking or cognitive abilities during adolescence generally occur in five areas :

- *Attention:* During this stage, improvements are seen in selective attention, which is the process by which one focuses on one stimulus tuning down another stimulus, and divided attention, which is the ability to pay attention to two or more stimuli at the same time.
- *Memory:* Improvements in memory during adolescence are seen in both working memory as well as long-term memory.
- *Processing Speed:* Adolescents are quicker in thinking than children. The cognitive processing speed improves sharply between age five and middle adolescence, levels off around age 15, and does not appear to change between late adolescence and adulthood.
- *Organization:* Adolescents are more aware of their own thought processes and can use mnemonic devices and other strategies to think more efficiently.
- *Metacognition:* Adolescents can think about thinking itself. Metacognition

refers to the ability of monitoring one's own cognitive activity during the thinking process. Metacognition provides the ability to plan ahead, see the future consequences of an action, and provide alternative explanations of events.

Emotional transition

Adolescence is also a period of emotional transition. Adolescents experience important shifts in the way they think about and characterize themselves—that is, their self-conceptions. With the increase in cognitive capacities, adolescents perceive themselves in more complex and differentiated ways. Unlike children, who describe themselves in relatively simple, concrete terms, adolescents employ complex, abstract, and psychological self-characterizations.

Adolescents try to establish a sense of autonomy or independence and a sense identity, as an important part of their emotional transition from childhood through adolescence to adulthood. Adolescents move away from the dependency of childhood toward the autonomy of adulthood.

Every adolescent tries to develop an Identity of her/himself. Identity includes two concepts. The first is self-concept, or a set of beliefs one has about oneself including beliefs about one's qualities, roles and goals, interests, values, and beliefs. The second concept is self-esteem, which involves evaluating how one feels about one's self-concept.

Every adolescent develops his or her unique self-esteem. However, self-esteem, whether high or low, may remain relatively stable during adolescence or may steadily improve or worsen depending upon different factors. The physical changes experienced during adolescence can strongly influence their self-esteem, either positively or negatively. Adolescents may incorporate other's comments and judgments as part of their identity and feelings about themselves. Adolescents experiment with different ways of appearing, talking, and behaving to achieve a realistic sense of identity. Each adolescent executes these tasks in his or her own unique way. Some may explore more in music, another may explore more in sports or in appearance. Low self-esteem may result in adolescents if there is a gap between one's self-concept and what one believes one "should" be like. Low self-esteem during adolescence is associated with the feelings of depression, lack of energy, disliking one's appearance and rejecting compliments, insecurity, unrealistic self-expectations, doubts about the future, excessive shyness, submissiveness etc.

Consistent low self-esteem has been found to be associated with negative outcomes, such as depression, eating disorders, delinquency, and other adjustment problems.

With the development of self-identity during adolescence, a value system also emerges. However, some adolescents, instead of exploring their own individual value system; simply accept the values of their family, community, or culture. But the majority of adolescents explore their value system. This exploratory process may range from a simple questioning of why things are the way they are, to experimentation with a different set of values and beliefs, to outright rejection of generally accepted values and beliefs. A previously shy, silent, and agreeable child may suddenly become argumentative and begin to speak out about a great many topics. Some may alter their appearance by wearing a different style of clothing, getting a tattoo or body piercing, colouring or styling their hair in unusual ways. They may also change their musical preferences to include music their parents may find objectionable, or attend a Christian church instead of their family's temple.

Adolescence is a period like a whirlwind of rapidly changing emotions. According to Stanley Hall adolescence was a period of "storm and stress" and adolescents naturally over-react to everyday situations. Today's society subjects individuals to increased demands on their physical, mental, and emotional resources. Social relationships outside the family have increased incredibly with the advent of electronic social networking. Academic standards have become more stringent. Sports and other recreational pursuits have become more competitive. While trying to cope with these challenges, adolescents experience severe psycho-physical stress. The ability to effectively cope with stress is influenced by many factors. Certain genetic factors, such as temperament, make some people more sensitive to stress. On the other hand, certain environmental factors such as family and community can help to mitigate the effect of stress by enabling adolescents to become more resilient in the face of stress.

Younger children usually give intense expressions to their emotions by throwing temper-tantrums and screaming to express their displeasure; or by dancing and jumping around to express their delight. On the other hand, adolescents, skilled with emotional self-efficacy (the ability to express emotions in a socially acceptable and appropriate manner), can cope with their emotions internally and can console or soothe themselves, congratulate themselves, or solve problem in a difficult situation.

Some important Emotional changes that occur during Adolescence :

Excessive sensitivity: Bodily changes during adolescence make them feel uncomfortable about themselves and become overly sensitive about their physical appearance. As a result they may feel irritated quite easily, lose their temper or feel depressed.

Quest for an identity: Adolescents are in the process of becoming an adult. They feel inclined to figure out what makes them unique as a person. There is also a general tendency among adolescents to associate more with your friends than their family members. Psychologically, it is because of the fact that their friends are also going through a similar phase of life. Adolescents try to find out how they are different from others and how they fit into the world.

Feeling of uncertainty: Since adolescents are neither adults nor children anymore, they are uncertain about themselves and their roles. As a transitional period of life, adolescents begin to wonder and think about new and unfamiliar aspects of life such as career, livelihood and marriage. Since all these are new and unfamiliar things for the adolescents, they become quite uncertain about the future when they think about those issues. This uncertainty increases when the expectations of people around adolescents also change. Adolescents are expected to take on greater responsibilities than what was expected from them as children. Eventually adolescents grow into their new roles and become more certain about themselves, but this process take its own time depending on how they respond to the situation.

Peer pressure: With the advent of adolescence, peer group pressure will increase. They are more influenced by what they see around them in popular media and the culture that is represented through them. Adolescents often pick up on what's in and what's out in terms of the way they dress, their language and even their behaviour depending upon what they see. This maybe uncomfortable at times and would probably even change their interests or likes and dislikes. It's also one of the ways in which one struggles to fit in with their peers. These events can lead to a gap between what is perceived as appropriate by adolescents' parents and their friends.

Conflicting thoughts: Adolescence being a period of transition between childhood and adulthood, adolescents may feel stuck between how they were as a child and how they wish to be as an adult. For example, they may want to be more independent and at the same time, might also look for support from their parents. Another important conflict is to decide whether one would give up on his or her

childhood interests to be able to fit in with their adolescent friends. As a result adolescents often face conflict in making choices about several things.

Mood swings: Adolescents experience frequent and sometimes extreme swings or changes in their mood along with feelings of uncertainty and conflict. For example, sometimes adolescents may experience mood swings between feeling confident and happy to feeling irritated and depressed, or between feelings elated to feeling depressed in a short span of time. These frequent mood swings may occur due to shifting levels of hormones in the body and other changes taking place during adolescence.

Self consciousness: Developmental changes during adolescence vary on an individual basis and the rate of growth and attainment of developmental milestones is individual. This fact makes adolescents conscious about the way they are growing up that influence their emotions and behaviour. These experiences are more prominent for girls because they develop faster and earlier than boys during this period. Moreover developmental changes in their bodies are more noticeable. This makes them feel more conscious about their body in presence of others.

Sexual feelings: Adolescence is the period of attaining sexual maturity. Sexual maturity leads to curiosity about sex and also about bodies of people. During adolescence, it is normal for a boy or a girl to be sexually attracted to the opposite sex. They feel sexually excited by various activities such as reading a romantic novel or watching a romantic scene on television. Though these feelings are normal and there is nothing to feel guilty about it, the societal attitudes towards sexuality give them a sense of guilt about feeling or talking about sex. They usually try to hide their feelings and their many questions about sex remain unanswered leading to more curiosity and confusion about the issue. However, it is good if adolescents can gather correct and healthy information about sex life from responsible mature adult like mother, doctor or a counsellor with whom they can comfortably discuss the issues relating to sex.

Social Transition

Important changes in the adolescent's social relationships take place along with the biological, cognitive and emotional transitions. Significant changes take place with peers, friends and with family members as the individual transit through the adolescents years. One of the most important aspects of this social transition is the increased time that adolescents spend with their peers. Although relationships

with their peers exist even during childhood, during the adolescent years the significance and structure of this relationship changes drastically.

- Adolescents, unlike children, spend long hours with their peers which is longer even when compared with the time they spend with adults.
- Another important fact to note is that adolescent peer groups work with more freedom and without adult supervision than childhood groups.
- Besides, peer groups during adolescence include friends of the opposite sex more often than they do during childhood.
- Adolescents join or form larger groups of peers, or crowds unlike children's peer relationships that are mostly confined to pairs of friends and relatively small members. Crowds are large collectives of individuals who may or may not spend much time together. In contrast to childhood groups of two-three members, crowds are not settings for adolescents' intimate interactions or friendship, but they serve to locate the adolescent (to her/himself and to others) within the social structure of the school or society.

Adolescents develop needs for intimacy and consequently the importance of peers in their lives grows. They begin to share secrets with their peers, develop a new sense of loyalty and commitment and a belief that friends can trust each other. As their need for intimacy become stronger, sharing secrets with their friends becomes an important pastime for them. Adolescents, particularly girls, discuss and share their thoughts and feelings with their friends and spend long hours trying to understand and support one another. Their similar ways of thinking and feeling strengthens their bonds of friendship.

A very important social transition that takes place during adolescence is related with the emergence of sexual and romantic relationships. Many adolescents in our contemporary society start dating during the early adolescence period. However, dating during adolescence can mean a variety of different things, from group activities that bring males and females together (without much actual contact between the sexes); to group dates, in which a group of boys and girls go out jointly (and spend part of the time as couples and part of the time in large groups); to casual dating as couples; and to serious involvement with a steady boyfriend or girlfriend.

Most adolescents' first experience with sex falls into the category of "autoerotic behaviour"—sexual behaviour that is experienced alone. The most

common autoerotic activities reported by adolescents are erotic fantasies and masturbation. By the time most adolescents have reached high school, they have had some experience with sex in the context of a relationship.

Adolescence is a period of significant change and reorganization in family relationships. However, adolescence is not a time when the family ceases to be important, nor is it a time of inherent and inevitable family conflict. During childhood the patterns of influence and interaction between parents and children are usually asymmetrical and unequal, but this, during adolescence, moves towards a relationship based more equal footing. Family relationships change during the time of puberty and conflict between adolescents and their parents increase which result in somewhat diminishing closeness between adolescents and their parents. Adolescents begin to view family rules and regulations differently which also contribute to increased disagreement between them and their parents. However, the conflicting relationship between parents and adolescents should not be seen as any serious loss of love or respect between parents and children. These conflicts generally arise out of small and day-to-day issues that do not last long. Moreover, the conflict between parents and adolescents has to be understood in the light of the adolescents' growing need for privacy and a sense of identity and self dependence.

In general most of the adolescents successfully face and adjust with the biological, cognitive, emotional, and social transitions discussed above. Although the contemporary mass media overload us with images and stories of troubled adolescence, research indicates that the vast majority of individuals move from childhood into and through adolescence without serious difficulty.

IS ADOLESCENCE A PERIOD OF STORM AND STRESS?

American psychologist and educator Granville Stanley Hall, proposed that adolescence is naturally a period of "storm and stress" in his pioneering work published in 1904. His view about adolescence continues to be influential till this date even though contemporary psychologists do not entirely accept the view that adolescent storm and stress is universal and inevitable. They say that the claim that adolescent storm and stress is characteristic of all adolescents and that the source of it is purely biological is not entirely true. However, evidence supports the existence of some degree of storm and stress especially with respect to conflict

with parents, mood disruptions, and risk behaviour. Though all adolescents may not experience storm and stress in these areas invariably, but there is no denying the fact that adolescence is the period when storm and stress is *more likely* to occur than at other ages. It must be remembered that there are individual differences among adolescents in the extent to which they exhibit storm and stress and that there are socio-cultural variations in the occurrence of adolescent storm and stress.

According to Stanley Hall, storm and stress was particularly evident in adolescents' tendency to question and contradict their parents, in their mood disruptions, and in their propensity for reckless and antisocial behaviour. Although Hall is often portrayed as depicting adolescent storm and stress as universal and biological, he acknowledged individual differences in the occurrence and intensity of storm and stress. Moreover, he believed that a *tendency* toward storm and stress in adolescence was universal and biologically based, but culture influenced adolescents' expression and experience of it. In his view, the storm and stress of adolescence was aggravated by growing urbanization, and by the clash between the idle quality of urban life and adolescents' inherent need for activity and exploration. Hall also believed that adolescent storm and stress was aggravated by the failure of home, school, and religious organizations to recognize the true nature and potential perils of adolescence and to adapt their institutions accordingly, a view that holds good even today.

What is Storm and Stress?

It is important at this point to understand what is included under the concept of adolescent storm and stress. Historical and theoretical views in combination with research help us to understand that adolescent storm and stress means that adolescence is a period of life that is *difficult*—more difficult in some ways than other periods of life and difficult for adolescents as well as for the people around them. This idea, that adolescence is difficult, includes three key elements:

- A) **Conflict with parents:** Adolescents have a tendency to be rebellious and to resist adult authority. It is a time when conflict with parents is especially high.
- B) **Mood disruptions:** Adolescents tend to be more volatile emotionally than either children or adults. They experience more extremes of mood and more swings of mood from one extreme to the other. They also experience more frequent episodes of depressed mood.

C) Risk behaviour: Adolescents have higher rates of reckless, norm-breaking, and antisocial behaviour than either children or adults. Adolescents are more likely to cause disruptions of the social order and to engage in behaviour that carries the potential for harm to themselves and/or the people around them.

However, this is not an all-inclusive list of the possible elements of adolescent storm and stress. Adolescent storm and stress has also been discussed in terms of other elements such as school difficulties, indiscipline and crime, sexual violence, self-image, anxiousness, insecurity, depression and risk taking behaviour including suicidal tendencies, rebelliousness expressed in recklessness, impulsivity, and rudeness. However, the three issues mentioned above appear consistently in the writings of Hall (1904), the anthropologists (Mead, 1928), the psychoanalysts (Bios, 1962; Freud, 1968, 1969), and contemporary scholars.

Conflict with Parents:

Hall viewed adolescence as a time when "the wisdom and advice of parents and teachers is overtopped, and in ruder natures may be met by blank contradiction". This usually is the result of the incompatibility between adolescents' need for independence and the fact that parents still think of their offspring as mere children, and tighten the rein where they should loosen it. This conflict with parents increases in early adolescence, compared with pre-adolescence, and remains high for a couple of years before declining in late adolescence. Some psychologists say that frequency of parent-adolescent conflict is highest in early adolescence and the intensity of conflict is highest in mid-adolescence. Conflict is especially frequent and intense between mothers and early adolescent daughters. This conflict makes adolescence difficult not just for adolescents but for their parents. Parents tend to perceive adolescence as the most difficult stage of their children's life. However, there are significant individual differences, and there are many parents and adolescents between whom there is little conflict, even if overall rates of conflict between parents and children rise in adolescence.

Conflict between parents and adolescents is more likely when the adolescent is experiencing depressed mood, when the adolescent is experiencing other problems such as substance abuse, and when the adolescent is an early-maturing girl. However, higher rates of conflict with parents in adolescence do not indicate a serious or enduring breach in parent-adolescent relationships. Even amidst relatively

high conflict, parents and adolescents maintain good relationships, share a wide range of core values, and retain a considerable amount of mutual affection and attachment. The conflicts generally take place over apparently routine or everyday issues such like personal appearance, dating, discipline, punctuality and the like. Even if they disagree on these issues, they tend to agree on more serious issues such as the value of honesty and the importance of education. But in spite of all that adolescence is a difficult time for both adolescents and their parents as a result of their minor but frequent conflicts.

However, the main issues of conflict between adolescents and their parents may not be as minor or unimportant as they seem on the surface. Conflicts between adolescents and their parents often concern issues such as when adolescents should begin dating and whom they should date, where they should be allowed go, and how late they should stay out. All these issues can serve as proxies for arguments over more serious issues such as substance use, driving safety, and sex. By restricting when adolescents can date and with whom, parents indirectly restrict adolescents' sexual opportunities. By attempting to restrict where adolescents can go and how late they should stay out, parents may be attempting to limit adolescents' access to alcohol and drugs, to protect adolescents from the dangerous combination of substance use and driving, and to restrict adolescents' opportunities for sexual exploration.

It is interesting to note that conflict between adolescents and their parents may actually be beneficial to adolescents' development, because it promotes the development of individuation and autonomy within the context of a warm relationship. However, high conflict may make adolescence a difficult time for adolescents and their parents even if the conflict ultimately has benefits.

Mood Disruptions

According to Stanley Hall, adolescence is "the age of... rapid fluctuation of Moods". Adolescents often experience extremes of both elation and depressed mood. They are very "self-conscious" and feel "embarrassed", "awkward", "lonely", "nervous", and "ignored" often. Adolescents also suffer greater mood disruptions when compared with preadolescents. According to psychologists, adolescents experience an overall "deflation of childhood happiness" as childhood ends and adolescence begins. Some psychologists argue that this increase in mood disruptions is due to cognitive and environmental factors rather than pubertal changes.

Adolescents' newly developed capacities for abstract reasoning allow them to understand situations and think about hidden and more long lasting threats to their well-being. Experiences of multiple life changes and personal transitions during adolescence, such as the onset of puberty, changing schools, and beginning to date, contribute to adolescents' mood disruptions.

Adolescents have higher rates of depressed mood than either children or adults. However, adolescents vary in the degree to which they experience mood disruptions. A variety of factors have been found to make mood disruptions in adolescence more likely, including low popularity with peers, poor school performance, and family problems such as marital discord and parental divorce. The more negative life events adolescents experience, the more likely they are to experience mood disruptions.

Risk Behaviour

Risk behaviour refers to the types of behaviour that carries the potential for harm to self and/or others. Adolescence has been connected with high rates of antisocial, norm-breaking, and criminal behaviour, particularly for boys since long. Hall said that "a period of semi-criminality is normal for all healthy [adolescent] boys". Teens and early twenties are the years of highest prevalence of different types of risk behaviour. This pattern exists for crime as well as for behaviour such as substance use, unsafe driving, and risky sexual behaviour. Unlike conflict with parents or mood disruptions, rates of risk behaviour peak in late adolescence rather than early or middle adolescence. Rates of crime rise in the teens until peaking at age 18 and then drop steeply.

The varieties of risk behaviours in which adolescents engage validate the perception of adolescence as a difficult time, a time of storm and stress. Although participation in risk behaviour may be pleasurable for adolescents, suffering the consequences of such behaviour like legal procedure, treatment for an STD, involvement in an automobile accident, and so forth is very difficult. Moreover, parents find it difficult to watch their children pass through the ages when such behaviour is most likely to occur.

In this area, as with conflict with parents and mood disruptions, it is important to recognize individual differences. Adolescents vary a great deal in the extent to which they participate in risk behaviour. To some extent, these differences are forecast by behaviour prior to adolescence. Persons who exhibit behaviour

problems in childhood are especially likely to engage in risk behaviour as adolescents. Nevertheless, although not all adolescents engage in risk behaviour, the majority of adolescents take part occasionally in risk behaviour of one kind or another. This gives good reason for calling adolescence a period of storm and stress.

Studies about adolescence indicate that biological changes that take place in the course of puberty make some contribution towards making adolescence a period of storm and stress. Dramatic hormonal changes during puberty contribute to emotional volatility and negative moods. However, the biological changes alone do not make adolescent storm and stress universal and inevitable. In fact, biological changes in combination with cultural factors, changing family obligations and changing economic situations and responsibilities, influence of global media etc. present new challenges for adolescents making it a period of stress and storm.

Popular perception as well as the findings of psychological studies conducted on the issue is divided in two different perspectives in terms of views about adolescent storm and stress. Many people in our society and culture perceive adolescence as a period of storm and stress. Majority of both parents and teachers agree that adolescence is a difficult time of life for children as well as their parents and teachers. Adolescents are likely to have problems such as symptoms of disorders like anxiousness, insecurity, and depression and risk taking behaviour or rebelliousness expressed in recklessness, impulsivity, and rudeness. Another view about adolescence rejects that adolescent storm and stress is universal and that it is biologically based. However, this view too agrees that adolescence is a time when various types of problems are *more likely to arise* than at other ages. Finally, to view adolescence as a time of storm and stress is not to say that adolescence is characterized only by storm and stress. Even amidst the storm and stress of adolescence, most adolescents take pleasure in many aspects of their lives, are satisfied with most of their relationships most of the time, and are hopeful about the future. G. S. Hall called adolescence as stormy and stressful, but also as "the birthday of the imagination" and "the best decade of life", when "the life of feeling has its prime". The paradox of adolescence is that it can be at once a time of storm and stress and a time of energetic growth.

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Questions for exercise :

1. From which language the term "adolescence" has been derived?
2. Who was the author of the book "Adolescence"?
3. Who said that adolescence is a period of "storm and stress"?
4. What is the meaning of the term "adolescence"?
5. Do you think that adolescence is a period of "storm and stress"? Why?
6. Explain adolescence as a period of transition.
7. What are the different characteristics of adolescence?
8. Why do the teachers need to study about adolescence?
9. Write a note on the importance of the psychology of adolescence.
10. Discuss the physical changes that occur during adolescence.
11. Write a note on the emotional characteristics of adolescence.
12. Discuss the effects of physical changes on the psychology of adolescents.
13. Write brief notes on:
 - a. cognitive changes during adolescence
 - b. hero-worship
 - c. adolescents' search for identity

CHAPTER II

PHYSICAL AND MENTAL DEVELOPMENT DURING ADOLESCENCE

Physical development is the process that includes both growth and the ability to use muscles and body parts for particular skills. Both gross (large muscle movements) and fine (small movements) motor skills contribute to physical development, and children usually learn a set of skills by a certain age. Motor development is the process of physical growth and strengthening of a child's bones, muscles and ability to move and touch his/her surroundings. A child's motor development falls into two categories: *fine motor skills* and *gross motor skills*. Fine motor skills refer to small movements in the hands, wrists, fingers, feet, toes, lips and tongue. Gross motor skills involve motor development of muscles that enable children to hold up their heads, sit and crawl, and eventually walk, run, jump and skip. Usually, physical development of children follows a predictable sequence. It starts from the inner body, including the head, neck, arms and legs, and then moves to the outer body such as hands, feet, fingers and toes. Physical development of a child is very important, because it is tied to other development areas. For example, a child's ability to walk (gross motor skills), enables him to easily explore his physical environment, which affects cognitive development. Similarly, social and emotional development of a child progresses with his ability to speak, eat and drink (fine motor skills).

Factors affecting the process of physical development or motor milestones:

All the factors that affect the process of physical development also affect children's motor skills development:

- **Heredity or genetic potential:** Heredity influences physical growth by controlling production and release of two vital hormones from the pituitary

gland: growth hormone (GH), which affects the development of almost all body tissues, and thyroid-stimulating hormone (TSH), which affects brain growth and body size.

- **Emotional well-being and mental health:** Emotional well-being and mental health are other important factors that influence body growth and health in adolescence. Extreme emotional deprivation can lead abnormal growth and development.
- **Sleep:** Relaxing sleep during is immensely help proper growth of body, since release of GH take place during sleep.
- **Nutrition:** Nutritional deficiencies or a lack of sufficient protein and essential vitamins and minerals may lead to improper motor skills development besides other developmental deficiencies.
- **Diseases:** Frequent or prolonged diseases may hamper proper development of physical and motor development. Diseases often result in malnutrition and improper growth.
- Motor skills development is also affected by growth of brain and maturation of the central nervous system.
- Physical health including skeletal and bone growth also influences the growth of motor skills.

With so many variables affecting the physical and motor development, it is only natural that the timing of accomplishment of each motor milestone varies with each child. However, the sequences in which the motor milestones are achieved always remain the same which may be outlined as follows:

The Sequence of Motor Development :

- **Cephalocaudal :** Development proceeds from the head downward. Children gain control of the head first, then the arms, and then the legs. This is why children gain control over the movements of the head and face initially and then proceeds sequentially to have control over their limbs and become able to sit, crawl and to stand on their feet. Thus development proceeds along the longitudinal axis of the body from head to foot.
- **Proximodistal :** Development proceeds from the centre of the body outward. That is why the spinal cord of the body develops before the outer parts of the body are developed. Similarly, arms develop before the hands and the hands develop before the fingers.

- **Gross to fine motor skills :** Development proceeds from gross to fine motor skills. For example, infants initially become capable of grasping an object with the whole hand and can use the fingers later on.
- Stable posture and sensory input facilitate controlled and refined movements.
- Developmental changes follow a uniform sequence in all individuals though the rates of such changes are different for different individuals. This principle of uniformity makes the course of development predictable to a large extent.

Physical development during Adolescence :

Changes in height and composition of the body :

Most growth in height during adolescence generally take place during one, single growth period called "growth spurt." Girls usually start their growth spurt little earlier than the boys. Between the ages of 8 and 13 years, girls start their growth spurt and the most rapid growth occurs between the ages of 10 and 13 years. Girls reach their adult height between the ages of 10 and 16 years. Boys, on the other hand, start their growth spurt a bit later than girls usually between the ages of 10 and 16 years. The most rapid growth for boys occurs between the ages of 12 and 15 years. Boys reach their adult height between the ages of 13 and 17. However, in due course of time boys become taller than girls even though they reach their adult height later than girls. Adolescent growth spurts also witness the arms and legs lengthening and eventually becoming proportional to the rest of their body. However, because growth does not always occur at a perfectly proportional rate, adolescents may feel awkward and uncoordinated at some points during this period. Sometimes, their limbs may become disproportionally longer or shorter to the rest of their body and confuse or frustrate them. Body composition of adolescents also changes besides change in height, i.e., the ratio of body fat to lean muscle mass. Adolescent boys' lean muscle mass greatly increases due to the rise in the levels of male hormones, such as testosterone. Their straight-lined, square bodies become broader at the shoulders and more tapered at the waist, forming the familiar triangular shape of adult males. Their arms and legs become more muscular and larger. However, hereditary characteristics, proper nutrition, and exercise influence muscular development during adolescence. Adolescents who are more active physically and engage in games and sports, routine workout and other physical activities are more likely to gain muscle mass. Adolescents become

conscious about their body development and if they feel they are not building enough muscle in comparison to their friends and classmates they become concerned about that. Girls too continue to grow their muscle mass and add up body fat. During adolescence, girls' body fat increases more than their muscle mass. The additional fat during this stage is absorbed by the middle part of her body especially in hips, buttocks, and chest. Their straight-lined, square bodies become wider and broader at the hips, buttocks, and chest, becoming familiar to that of the body shape of adult females. Girls feel awkward and uncomfortable about this growth in their body fat. In some extreme cases, girls develop Eating Disorder due to this growth. Girls need encouragement and support to accept this change to their body composition as natural and as a positive development as an indication of their becoming young women. It is noteworthy that the adolescents need to maintain a healthy lifestyle including balanced, nutritional diet, along with regular exercise, and sufficient restful sleep to support the sudden and rapid changes in their body. This is important to maintain proper balance and prevent medical problems such as obesity and diabetes and also to protect mental health by creating a healthy and confident self-image.

Development of motor skills:

Adolescents develop greater bodily skills and precision with physical maturity. They develop in terms of two types motor skills, namely: the gross motor skills and the fine motor skills. Gross motor skills refer to the abilities to move large muscle of the body, like running, jumping etc. Fine motor skills refer to the small and precise muscle movements, like typing, writing etc. In comparison to boys of this stage, adolescent girls make only modest gains in their gross and fine motor skills until approximately 14 years of age. Thereafter girls do not experience any additional improvement in their motor skills unless they are specifically trained for some activity requiring the development of such skills. However, boys continue to improve the motor skills, particularly gross motor skills. Adolescent boys rapidly gain physical speed, jumping strength, throwing strength, and endurance throughout the entire period of adolescence.

Development of Primary sexual characteristics:

Besides the changes in height, body composition, and motor skills, adolescent boys and girls experience the development of the sexual reproductive system which

causes many important changes. Hormonal changes during this period result in the development of both primary and secondary sexual characteristics. Developments of primary and secondary sexual characteristics during adolescence bring major changes in the body as well as in the mind of the adolescents. Primary sexual characteristics refer to the reproductive organs themselves; e.g., the ovaries and testes. Secondary sexual characteristics refer to other characteristic indicators of adult male and female bodies, such as the growth of pubic hair. The development of primary sexual characteristics makes the adolescent boys and girls capable of adult reproductive functioning or the ability to procreate. However, it is important to keep in mind that different adolescents experience these changes at different rates and times. The development of primary sexual characteristics for the boys includes enlargement of the penis and testes, and the first ejaculation of mature sperm that is capable of fertilizing female eggs through sexual intercourse. The average age of the first ejaculation is 13 years, but it may deviate to any age between 12 and 16 years. Similarly, the testes usually begin to enlarge at about 11 years of age, but this can happen anytime between 9 and 13 years of age. Usually, the penis begins to enlarge around the age of 12, but this too can begin at anytime between 10 and 14 years of age. The most significant primary sexual characteristic for the girls is the first menarche, or first menstrual period. The first menarche indicates that the girls have begun to ovulate; i.e., to release mature eggs that can become fertilized by male sperm through sexual intercourse. The average age for the first menstrual period is 12 years, but girls can reach menarche at any age from 10 to 15 years. All such deviations in achieving sexual characteristics are considered normal and depend upon various factors including heredity, nutrition, climatic conditions, and psycho-physical health of the adolescents.

Development of Secondary sexual characteristics:

Hormonal changes along with the maturing reproductive system result in the development of various secondary sexual characteristics in the adolescents. Development of these secondary sexual characteristics includes changes in body hair and changes in voice quality. During this period hairs grow in new places of the body, including underarms and groins. Boys' facial hair continues to grow more quickly and more thickly, and hair may grow on their chest and stomach. Their voices begin to deepen as their vocal cords grow longer, and their larynxes, or voice boxes, grow larger.

Adolescence and the development of the brain:

When children reach the adolescence, they start asking hypothetical, "what if" questions and to think about important abstractions such as the nature of truth and justice. These changes according to researchers indicate that development of higher brain centers continues well into adolescence. Such continuous brain development increase adolescents' attention spans and make them capable of processing information much faster than younger children. Moreover, brain retains at least some of its plasticity well beyond puberty and reorganizations of the neural circuitry of the *prefrontal cortex*, which is involved in such higher-level cognitive activities as strategic planning, continues until at least age 20. In addition, brain volume increases through early to mid-adolescence and then decreases during late adolescence. So, even though changes in the brain during adolescence are less dramatic than those earlier in life, it is likely that some of the cognitive advances that teenagers display become possible only after their brains undergo a process of reorganization and specialization.

On the basis of the above discussion some important *characteristics of adolescents' physical development* may be mentioned as under:

- Adolescence is a period of tremendous physical growth and development. The rapid physical growth begins at puberty and continues throughout adolescence.
- The onset of adolescence is marked by two significant changes in physical development. First, children change dramatically in size and shape as they enter the **adolescent growth spurt**. Second, adolescents attain **puberty**, or reach sexual maturity and become capable of producing children.
- Girls typically enter the growth spurt earlier than boys and boys lag behind girls by 2 to 3 years.
- In addition to becoming taller and heavier, adolescents develop adult like appearance during the growth spurt. The most noticeable changes are the appearance of breasts and a widening of the hips for girls, and a broadening of the shoulders for boys.
- Although psychologists identify the typical or average ages when adolescents attain different developmental milestones, it is important to note that individuals attain developmental milestones at different ages.
- Therefore, an adolescent's development may not exactly follow these averages

- even when their development may be healthy and normal.
- The differing rate of physical growth and development may become a source of concern and difficulty for adolescents.
- Hormonal changes during adolescence result in the development of both primary and secondary sexual characteristics. Developments of primary and secondary sexual characteristics during adolescence bring major changes in the body as well as in the mind of the adolescents.
- Some adolescents develop more slowly than others. In such an instance, they become self-conscious about their body's lack of maturity, in comparison to their peers. This may deprive them of receiving as much attention as their physically mature peers receive, making them feel disappointed or resentful and worried about their bodies.
- On the other hand, some adolescents mature more quickly than others. This faster development also causes feelings of frustration and self-consciousness. They may be teased about their changing bodies and may receive more attention than they desire, which can cause them to feel uncomfortable and conspicuous. This can be especially true for adolescent girls.
- **Brain development:** Adolescence is an important time for development of the brain. Brain Changes affect adolescent behaviour and social skills including improved self-control and skills in planning, problem-solving and decision-making.
- **Growth of bones and organs:** Bones and organs change in size and capacity. Lung performance improves, limbs grow, and bones increase in thickness and volume. The chest and shoulders get broader in boys. In girls, the hips and pelvis get wider.
- **Physical strength and sports skills:** Muscle strength and size increase during this period. Hand-eye coordination continues to improve over time, along with motor skills such as ball-catching and throwing.
- **Sleep and rest:** Sleep patterns change, with many children starting to stay awake later at night and then sleeping until later in the day. Thus, the brain re-sets the body clock during adolescence. Children going through puberty need more sleep.
- **Perspiration:** Hormonal increase during adolescence makes perspiration more odoriferous which can be quite unpleasant.

- **Oily skin and Acne or "pimples":** Hormonal changes increase the production of skin oil causing skin problems. Most adolescents struggle with acne blemishes at some point during their adolescent period. Acne blemishes are caused when the pores in the skin become blocked with this oil, or sebum, along with dead skin cells and other dirt or chemicals. Acne can appear anywhere on the body, but it most frequently occurs on the face, neck, back, chest, and shoulders.

In the process of education or training, physical development and maturation is very important issue. Because, in order to learn something, the child must be physically and neurologically mature enough to attend, discriminate, and respond to relevant cues in his environment. In educational practice it is assumed that physical development is primarily a biological process, which evolve in due time and capacitate the child to profit from the educational experience. Thus, physical growth and maturation is usually judged by the chronological age of the child. It is important to maintain harmony between education and growth and development.

Development of motor skills is a part of physical development of child. Knowledge concerning the attainment of motor milestones by children provides help for assessing a child's development. Children's skills to use the muscles are developed mainly during the period of development from conception through infancy and early childhood. However, the perfection of each skill is reached only after several months of practice. Through continuous practice children develop the capabilities to function effectively and to perform day to day activities independently. Optimal development of gross and fine motor movements is also significant for achieving the development of cognitive skills since they require sophisticated movements on the part of the child.

Role of Parents and teachers in Physical development

Parents and teachers are greatly responsible for children's proper physical growth and motor development. They should provide for their continued growth at home and in the school through useful activities and adapting the activities and programmes at home and in school thoughtfully so as to fit the individual differences of children. Regular medical and health examinations should also be conducted in a thorough manner.

Physical development may be promoted by encouraging children to be more active and engaged with their outside environment. Teachers and parents can

be active role models for children and ensure the development of their health and physical capability. Studies in the area have shown that when parents and teachers display interest in physical activity, it is more than likely passed down to their children, helping to maintain healthy physical and motor development, besides promoting psychological well-being. By taking part in games and outdoor activities with children, which encourages children to be more active, teachers and parents can accelerate physical development of young children. At the same time parents and teachers have to look after the basic needs of children and address any possible issue of physical ailment, and maintain physical well-being.

Role of parents :

Significant physical growth and development occur during the preschool years. Hence parents can play important role during this important period of physical and motor development of children. Children become taller, stronger, and i.e. abilities to use the large muscles and fine motor skills i.e. small-muscles abilities before going to school. Hence, parents have important role to play in this regard. Parents should provide opportunities for children to exercise large muscles every day engaging them in different games, sports and small physical activities. Children should be engaged in games involving running, walking, jumping and the like. Children at home should be given small balls and toys for catching, throwing and other playful activities so that they may engage in physical exercise that may lead to proper development of body and motor skills.

Appropriate play and activity materials should be available for children at home for their proper physical development. Parents should also take proper care of safety measures for children in order to guard them against any accident and injury while playing. Parents can also offer various activities like drawing painting, sculpting, cutting and making collages and materials such as blocks, puzzles, stringing beads etc. which promote fine motor development in children.

Parents should encourage children to perform important everyday tasks, such as getting out of bed and going downstairs, opening doors, zipping zippers, brushing teeth, washing hands, and so on. Besides children at home should be encouraged to paste things onto paper, clap hands, touch fingers, button and unbutton, work a zipper, build towers using blocks, complete puzzles, manipulate pencils and crayons to colour and draw, cut out simple shapes with safety scissors and so on.

Role of teacher :

In order to promote the process of physical growth and motor development teachers should realize that there exist individual differences in this area. Hence, individual differences among adolescents should be recognized, respected and provided for in terms of programmes that suit such differences.

Curricular and co-curricular activities including games and sports that involve physical and motor activities should be included in daily activities of the school. However, care must be taken to select activities involving physical strength for motor, speed and accuracy and coordination of bodily parts keeping in view the variations in physical and motor development of adolescents. Varied sports and games, suitable for all types of children should be included.

Project work, crafts-work and physical activities in school are very important for the physical growth and motor development. Therefore, teachers should plan such activities as integral part of daily work in school and try to ensure the participation of all children in those activities.

Teachers should be well conversant with the process of physical growth and motor behaviour and the specific development tasks at mastered by adolescents and children at various age-levels. This knowledge will help them in setting his expectations for the adolescents and in planning various activities for students.

Group activities should be introduced as group projects, which help physical and motor development of adolescents.

Teachers should encourage adolescents to develop leisure time hobbies that could help them to have physical and motor development besides helping the development of their personalities.

Teachers should try to acquire correct knowledge regarding the norms of motor development to determine whether adolescents under his care are progressing normally.

It is very important for teachers to understand that adolescents' physical motor development varies from culture to culture. Children and adolescents in some cultural group acquire certain abilities quickly, others more slowly. Students from different cultural background play different games. However, different games and activities among children and adolescents promote the same basic motor abilities. Teachers must recognize that some pupils are more rough or active while others are quieter or less advanced in terms of motor movements. Such differences

are quite normal and are not signs of their slow development or any deficiency. At the same time, teachers must also recognize and appreciate gender diversity in motor development.

Meaning of cognitive development :

Cognitive or mental processes refer to various activities of the human brain. These activities continuously process all the information that human beings receive from the environment. The major cognitive processes include thinking, reasoning, memory, attention, perception and the like. Thus cognitive development is the construction of thought processes, including the development of cognitive processes besides problem solving and decision-making, from childhood through adolescence to adulthood. These mental or cognitive processes help in performing the mental functions of learning, insight, creativity, problem solving and the like. Development of the cognitive processes or powers underlies the capacity of human beings to adapt to his environment.

Cognitive development refers to the dynamic process through which human minds grow and change from infancy throughout the life span. Cognition refers to capabilities including memory, thinking and reasoning, spatial processing, problem solving, language, and perception. In other words, Cognitive development refers to how a person perceives, thinks, and gains understanding of his or her world through the interaction of genetic and learned factors. Among the areas of cognitive development are information processing, intelligence, reasoning, language development, and memory.

Characteristics of mental or cognitive development during adolescence :

Adolescence is a time for rapid mental or cognitive development. According to Jean Piaget during adolescence individual's thoughts start taking more of an abstract form and the egocentric thoughts decrease and therefore adolescents can think and reason in a wider perspective. During this stage of development executive functions or the cognitive skills that help the control and coordination of thoughts and behaviour take place. The physiological changes in brain structure and its improved functions, combined with increased experience, knowledge, and changing social demands produce rapid growth of cognitive abilities during adolescence. This stage of cognitive development, termed by Piaget as the formal operational stage, marks a movement from an ability to think and reason from

concrete visible events to an ability to think hypothetically and entertain what-if possibilities about the world. An individual can solve problems through abstract concepts and utilize hypothetical and deductive reasoning. Adolescents use trial and error to solve problems, and the ability to systematically solve a problem in a logical and methodical way emerges.

Improvements in cognitive abilities during Adolescence :

Improvements in thinking or cognitive abilities during adolescence generally occur in five areas :

- **Attention** : During this stage, improvements are seen in selective attention, which is the process by which one focuses on one stimulus tuning down another stimulus, and divided attention, which is the ability to pay attention to two or more stimuli at the same time.
- **Memory** : Improvements in memory during adolescence are seen in both working memory as well as long-term memory.
- **Processing Speed** : Adolescents are quicker in thinking than children. The cognitive processing speed improves sharply between age five and middle adolescence, levels off around age 15, and does not appear to change between late adolescence and adulthood.
- **Organization** : Adolescents are more aware of their own thought processes and can use mnemonic devices and other strategies to think more efficiently.
- **Metacognition** : Adolescents can think about thinking itself. Metacognition refers to the ability of monitoring one's own cognitive activity during the thinking process. Metacognition provides the ability to plan ahead, see the future consequences of an action, and provide alternative explanations of events.

Though there are many theoretical perspectives in psychological literature to the understanding of cognitive changes during adolescence, two major approaches are generally used to understand and explain cognitive change during adolescence. One is the constructivist perspective of cognitive development which is based on the work of Piaget, which takes a quantitative, state-theory approach. This view theorizes that adolescents' cognitive improvement is relatively sudden and drastic. The second viewpoint is the information-processing perspective, based on the study of artificial intelligence and attempts to explain cognitive development in terms of the growth of specific components of the thinking process.

Piaget's Theory of Cognitive Development :

Jean Piaget is one of the most well-known and influential child development specialists. His theory of cognitive development continues to dominate contemporary research and practice in the field of child development. His work was first published during the 1920's. Piaget identified five characteristic indicators of adolescent cognitive development and named them as follows: 1) formal operations, 2) hypothetico-deductive reasoning, 3) propositional thought, 4) the imaginary audience, and 5) the personal fable.

Formal operations :

Piaget used the term "mental operations" to describe the mental ability to imagine a hypothetical situation and to be able to determine a probable outcome, without needing to actually observe or enact the scenario. According to Piaget, children between the ages of 7 and 11 years can undertake "concrete operation" that involve a tangible, concrete circumstance that is anchored to things that can be seen and touched in the real world. For example, a 7-11 year old child can correctly think or say what will happen if a piece of fish is dropped before a hungry cat, since the situation involves is a concrete situation. However, according to Piaget, adolescents move beyond the limitations of concrete mental operations and develop the ability to think in a more abstract manner. This new ability to think in an abstract manner involving intangible concepts is described by Piaget as "formal operations". Adolescents can represent in their mind circumstances, or events that they have never seen, nor personally experienced. For instance, an adolescent who has reached the stage of formal operations can imagine and accurately describe what it may have been like to be a victim of a natural calamity like flood and can imagine and describe how victims may have felt about the inadequate and disparate rescue efforts. Thus adolescents reaching the stage of formal operations can imagine and describe events or situations they have not seen or faced. According to Piaget, children enter the stage of formal operations at approximately 11 years of age on average. However, there is a great deal of individual difference with respect to children's cognitive development which is affected by many factors such as family culture, the quantity and quality of formal schooling or training, various medical conditions, and emotional or physical trauma.

Hypothetico-deductive reasoning :

Besides the ability to perform abstract mental operations, adolescents become more scientific and logical in the way they approach problems. Piaget called this methodical, scientific approach to problem-solving, "hypothetico-deductive reasoning." Adolescents can view a problem, or situation, and can identify the many variables that may influence or affect the outcome. They can also assess the most likely outcome if one or more variables are changed or manipulated. This ability has very practical applications because it enables adolescents to select the most logical or reasonable solution to a problem. This ability of adolescents to undertake hypothetical and deductive reasoning is a marked progress over younger children who cannot think about possible solutions to a problem without trying out the solutions, and do not know how to solve problems in a logical and methodical manner by changing one variable at a time.

Propositional thought :

Another complex thought process that adolescents master is called "propositional thought" as described by Piaget. This ability of adolescents enable them to determine whether a statement is logical based solely on the wording of the statement, rather than having to observe or re-create the actual scenario to determine if it is logical.

The imaginary audience :

Adolescents not only become more scientific and logical in thinking, but they also become better at observing and interpreting. They can interpret and make reasonable guesses about what another person may be thinking, wanting, needing, or feeling by observing their behaviour, expressions, comments, and appearance. This is why adolescents often wonder about what other people may be thinking about them and consequently become self-conscious. Moreover, these new cognitive abilities coincides adolescents' struggle with insecurities about their changing appearance, changing identity, and changing life experiences. All of these factors combine and create the "imaginary audience" according Piaget. Adolescents mistakenly believe that everyone around them is watching and judging them, scrutinizing their every move, and as a result they become extremely self-conscious. The concept of an imaginary audience explains why adolescents spend long hours in front of the mirror, or become incredibly embarrassed over a very minor

mistake. Thus, the concept of imaginary audience shows how cognitive, emotional, and social development during adolescence is closely interrelated.

The personal fable :

The abilities to use abstract thinking and intense observational skills enable adolescents to become adjusted to others and become more sensitive to other's needs. But these abilities also lead to some social and emotional difficulties when they use these cognitive abilities to compare themselves to others. At such comparison they may find themselves exceptionally unique and different from other people including their peers. Piaget called this the "personal fable." Many adolescents believe they have unique abilities, or conversely, unique problems, different from anyone else in the world. Some youth feel as though they are better, smarter, or stronger than others. This personal fable can lead to some devastating consequences because these youth may take dangerous risks when they over-estimate their abilities and believe they can do it, or mistakenly believe they are invincible and that bad things cannot happen to them. This is why it is important for teachers and parents to continue to monitor youths' behaviour, choices, and decisions.

On the other hand, some adolescents may feel themselves to be dumber, weaker, and inferior to others. This kind of personal fable can lead to feelings of sadness, frustration, and loneliness. If these negative thoughts and feelings continue in the minds of adolescents, it may lead to depression or hopelessness, which can lead to other dangerous behaviours such as drug use, unsafe sexual activity, or even suicide. These adolescents need their parents' and teachers' love, guidance, and support to help them through these difficult circumstances.

The theory of cognitive development developed by Jean Piaget is a very important and influential one. It has greatly advanced knowledge and understanding of cognitive development. However, recent research has challenged some parts of Piaget's theory resulting in some modifications to the theory. For instance, recent research has demonstrated that everyone does not reach the stage of formal operations, as Piaget once believed. Moreover, research suggests that if abstract thinking isn't practiced frequently, the skill may never fully develop. Recent research has also revealed that most adults can only think abstractly in a few specific domains such as specific areas of expertise, education, or other areas of special interest even when someone has acquired the ability to think abstractly. Thus, adults are less able to think abstractly about unfamiliar topics and concepts.

The Maturing Adolescent Brain :

The human brain continues to develop and mature during adolescence. The amount of information adolescents can process continues to increase but the rate of increase is not as fast as it once was during the late childhood years.

The capacity to memorize further expands during adolescence. Adolescents can recall a large amount of detailed information such as lengthy, complicated, driving directions. Likewise, they can remember and apply patterns or formulas such as when solving a complex calculus problem. They can also use sophisticated memorization strategies such as mnemonics to remember. Moreover, with the increase in the capacity for memorization, the brain develops more efficient methods of organizing information that help rapid and accurate information storage and retrieval.

Metacognition continues to strengthen during adolescence. Metacognition literally means to think about thinking; thus, adolescents can analyze and evaluate their thoughts and beliefs. Metacognition, coupled with abstract thought, adolescents often discuss high philosophical issues and at times challenge their parents' values and beliefs.

The maturing brain of adolescents leads to advanced language development. **Adolescents'** vocabularies continue to grow and they develop an impressive working vocabulary. This improved vocabulary includes the acquisition of words with more abstract meanings, which reflects their new ability to think in abstract ways. Expanded vocabulary of adolescents helps them to express their abstract thoughts. Moreover, adolescents understand many non-literal word meanings, and they begin to use non-literal words to communicate irony and sarcasm. Their **grammatical** skills also improve to become more refined and sophisticated. Written **language** becomes more complex and illustrative because that is required by formal schooling.

Another very important revelation of research about cognitive development is that the frontal lobes of the human brain are not mature until the early or mid-20's. The brain's frontal lobes represent the seat of logic and reason and function to enable people to use good judgment when solving problems or making decisions. Thus, the brain's frontal lobes balance the impulsive, instinctive, emotional reactions with rational thought. However, the frontal lobe during adolescence is still maturing, and hence they are more vulnerable to their reactive emotions. That is

why they may act without thinking about the consequences of their actions. Particularly, they are more likely to react impulsively when experiencing powerful, intense emotions, and lack the ability to halt their strong feelings from giving aggressive expression. On the other hand, a mature person is able to control emotional impulses and consider the best course of action.

Relativistic thinking :

Compared to children, adolescents engage more in relativistic thinking, or they question others' assertions and less likely to accept fact or information as absolute truth. When they gather experience from outside the family circle, they learn that rules they were taught as absolute are actually relativistic. They learn to differentiate between rules crafted from common sense, such as, not touching a hot stove, and those that are based on culturally relative standards, such as the codes of conduct. This development can lead to questioning of authority in all domains by the adolescents.

Wisdom :

Wisdom or the capacity for insight and judgment is developed through experience. It increases between the ages of fourteen and twenty-five, then levels off. Thus, it is during the middle of the adolescence period that individuals acquire the type of wisdom that is associated with age.

Risk-taking :

Adolescents are more likely to take risks than adults. The behavioural decision-making theory suggests that adolescents and adults both weigh the potential rewards and consequences of an action. However, as per the results of research, adolescents give more weight to rewards, particularly social rewards, than adults and hence take more risks than adults do. Research also suggests that risk-taking may also have reproductive advantages. Since adolescents have a new priority in sexual attraction and dating, and risk-taking is required to impress potential mates, they are more willing to take risks.

Adolescents need to develop cognitively and move through life in their own ways if they're to become mentally healthy adults. Understanding this process can help one to be a better guide and can also help one to cope with what can sometimes be a trying time. In order to help encourage positive and healthy

cognitive development in adolescence, parents and educators can:

- Include him or her in discussions about a variety of topics, issues, and current events.
- Encourage adolescents to share their ideas and thoughts.
- Encourage them to think independently and develop their own ideas.
- Help adolescents setting realistic goals.
- Challenge adolescents to think about possibilities for the future.
- Compliment and praise them for well-thought-out decisions.
- Help them in re-evaluating poorly made decisions.
- Respect for their abilities. No one wants others to discount their abilities, and this is especially true of adolescents. To have a healthy relationship with adolescents, it's important to acknowledge their level of cognitive development.
- Understanding their frustrations is important. During adolescence, children are at a stage where they're conflicted between wanting to be on their own and wanting to be taken care of by someone who is more capable. Adolescents need positive emotional support through these difficult years.
- Guiding them through difficult problems is another important action. Adolescents are busy gaining autonomy, so when difficult problems come up, they may feel inclined to try to manage them on their own. Certain problems may require cognitive skills they're just now developing. Parents and teachers must provide the appropriate level of support as they try to navigate the difficulties of adolescent life.
- Helping them succeed in school is also very important. School is one of the most important parts of life for your adolescent. Adolescents should be helped and supported to come out successful.

EDUCATIONAL IMPLICATIONS OF ADOLESCENT DEVELOPMENT

Adolescence is an intense and vibrant period in which individual faces a lot of challenges. In terms of physical development parents and practitioners can assist adolescents by ensuring their access to credible information about the natural and common changes that can be expected. Having in mind the increased vulnerability to poor health habits, dangerous activities and concerns about body image, schools can also provide opportunities for encouraging healthy lifestyles, as well as periods of movement in classroom activities without peer comparison or competition. As

far as findings related to adolescent sleep are concerned, it might be helpful to raise awareness about the negative consequences of sleep deprivation, as well as to examine ways in which early start times in high schools can be stopped. Even though it would not be harmful to educate adolescents about the risks associated with drug and alcohol use, sexually transmitted diseases etc., it is important to keep in mind that there are factors playing a more crucial role than knowing and conceptual understanding of the risks involved. Therefore, it might be much more useful to capitalize on the potential impact that teachers can have on youth as significant non-parent adults. Research suggests that in order to be perceived as caring and high expectations. Another key prerequisite for the development of quality relationships between teachers and adolescent students is related to stressing more on social interactions than on the traditional one-way transmission teaching model, as well as on creating more shared ordinary day-to-day experiences outside of the traditional classes.

In terms of cognitive-intellectual development findings suggest that it is crucial to take into consideration developmental differences in students' cognitive abilities. In addition there should be a greater emphasis on authentic educative activities that are inspired by real life and perceived by adolescents as meaningful, require their active participation, involve direct interaction with peers and adults and in the same time allow them to connect intellectual thought with moral reasoning.

Punishment is found to have less of behavioural impact than rewards and experience. Therefore, examining moral dilemmas, as well as the consequences of potential personal choices might turn out to be a much more powerful way of preventing bullying. In addition, facing moral dilemmas can support adolescents in the process of developing values and empathy. On the other hand, group educative programs, involving opportunities for experiment with various roles, experiencing an atmosphere of friendliness and group cohesiveness, as well as understanding more about the impact of self-esteem, might be a sound basis for stable identity formation.

However, it must be remembered that development of physiological, cognitive-intellectual, social, emotional and moral aspects of adolescents are interrelated. This means that any intervention aiming at enhancing the development

in one of the areas inevitably impacts the others, as well. On the other hand, it also indicates that being aware of other developmental characteristics might enable a more effective, efficient and successful implementation of such initiatives. For instance, knowledge about the way in which the adolescent brain works demonstrates why and how utilizing the potential influence of teachers as significant others, as well as programs enabling the development of empathy and moral reasoning might be a much better strategy towards preventing bullying and decreasing risk-taking than relying on punishment and lecturing.

Finally it must be kept in mind that even if it is helpful to be familiar with foundational theoretical models and impactful research findings, recent socio-economic, technological political and other differences and changes also deserve to be taken into consideration.

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Questions for exercise :

1. What do you mean by physical development?
2. Discuss about the factors affecting physical development of adolescents.
3. What is the meaning of "Cephalocaudal"?
4. What is the meaning of "Proximodistal"?
5. Write a note about the development of primary and secondary sexual characteristics during adolescence.
6. Discuss the characteristics of physical development during adolescence?
7. Explain the role of parents in the process of physical development of adolescents.
8. What is the meaning of mental development?
9. Discuss the characteristics of mental or cognitive development during adolescence.
10. Discuss about the educational implications of adolescents' physical and mental development.



CHAPTER III

SOCIAL DEVELOPMENT DURING ADOLESCENCE

Social development is the process through which an individual gradually become integrated into the social community. It is the process of acquiring the standards, values, behaviour patterns, and knowledge of the society which is also known as socialization. This process of social learning begins as soon as a child is born but it continues throughout the life of the individual with ever expanding understanding of the individual's community and social environment.

Social development during adolescence is closely related to their emotional development. With growing control over their emotions and feelings, such as anger or excitement, they become capable of engaging in positive relationship with others and negotiate difficulties with others. Moreover, with their ability to understand other's feelings they become sensitive to the needs of others with whom they come into contact.

Adolescents' social and emotional development is closely interlinked. For effective and rewarding interpersonal relationships emotional control and effective expression of emotional are necessary. Moreover, development of higher cognitive abilities improves the quality of interpersonal relationships because it enables adolescents to better understand the wants, needs, feelings, and motivations of others. Adolescents not only become more scientific and logical in thinking, but they also become better at observing and interpreting. They can interpret and make reasonable guesses about what another person may be thinking, wanting, needing, or feeling by observing their behaviour, expressions, comments, and appearance. These abilities in turn help adolescents to have better communication and interpersonal relationship. Therefore, adolescents' developments of different aspects are interrelated. With the growing complexities of adolescents' thoughts,

emotions, and identities their social relationships also become more complex during this period.

Adolescents begin to form many different types of relationships, and many of their relationships are more deeply involved and more emotionally intimate. During childhood their social world was limited within the boundary of their family, a few friends, and a couple teachers. But during adolescence, teens' social networks greatly expand to include many more people, and diverse types of relationships. Therefore, social development during adolescence involves a dramatic change in the quantity and quality of social relationships.

During childhood a "friend" can refer to any other child whom they come to know or meet. But, adolescents begin to differentiate friends from acquaintances, indicating a more mature understanding of the qualitatively different ways to know another person. Similarly, adolescents develop the capacity to form closer and more intimate relationships including romantic relationship with others.

Educational and other situations of the expanding social world for them require increasingly sophisticated social skills such as the ability to form cooperative relationships with fellow students or friends to complete different projects; learning to interact in an appropriately deferential and respectful manner with teachers or other adults; or working alongside a diverse set of co-workers in a team-like atmosphere. Adolescents also learn to balance multiple relationships that compete for their time, energy, and attention.

New communication technologies of the present time help adolescents to create and to maintain social bonds in completely different ways than in the past. For example, social networking such as Facebook and Twitter, video communication such as Skype, email, online chatting, texting, etc have dramatically and incredibly expanded the size and complexity of social world for the adolescents of today. These new means and technologies of social networking have (a) changed the way adolescents relate to one another, (b) increased the amount of time spent staying connected with one another and, (c) redefined the meaning of friendship. Communication technologies have expanded the social world for people beyond all limits and made it quite possible to have a "virtual" relationship or friendship in a world of "virtual reality" without ever having direct face-to-face personal contact. It is really an amazing, new and virtual social world where adolescents socialize and connect with others in vastly different means.

Adolescents and Family :

Relationship with parents :

Adolescents play much of their time with their peer group relationship resulting in a decline in time available to spend with their family members. This is particularly true for the modern day tech-savvy generation of adolescents who spend long hours to connect with their friends virtually. However, the lack of time is not the only reason for their movement away from family. Advances in cognitive and emotional maturity during adolescence result in qualitative change in peer relationships. Increasing emotional maturity leads to more trusting, and more emotionally intimate peer relationships. Cognitive development also helps adolescents to better understand and anticipate the wants, needs, and feelings of their peers and consequently they behave more rationally leading to a mutually satisfying relationship. Their increased cognitive and emotional maturity enables them to offer genuine emotional support and comfort each other, as well as to provide sensible advice. Hence, the family for the adolescent is no longer the only source of social support with intimate and close peers to support them at almost all times of need.

Frequent conflict between adolescents and their parents is another important dimension of the relation between adolescents and their parents. During this stage adolescents try to develop their own identity as an independent individual and any advice or help extended by parents are considered as interference, which they resist strongly. This is why adolescents revolt against their parents' rules and values as part of their identity development process. Sometimes such defiance of rules and values on the part of adolescents may be open; while at other times they do so in private. They are at times reluctant to discuss certain topics with their parents or caregivers when they are afraid that such a discussion will get them into trouble.

Adolescents also refrain from discussing their problems or issues with their parents to prove to themselves and to their parents that they are grown-up and can handle difficult life situations on their own. However, they are not refrained from discussing their problems with peers as they think they are consulting with each other from a position of equal power and status, which is quite different from consulting their parents. Moreover, adolescents avoid discussing problems with parents or caregivers because they think their parents would not understand their

problem or think that their worries and concerns would not be taken seriously by parents. Therefore it is important on the part of parents to carefully and patiently listen to their adolescent son or daughters' feelings if they want their children to turn to them in times of trouble. Sometimes adolescents assess their parents' reactions by presenting a hypothetical problem of an imaginary friend and then try to determine whether their parents will treat their own concerns with sensitivity. It is quite possible that a silly and insignificant problem to an adult with many years of experience can be a very big problem for an adolescent experiencing a particular situation for the first time. If parents guide and give freedom to develop their own solution, and if parents remain sensitive to the issues of their adolescent son or daughter, it is more likely that adolescents will discuss important problems with their parents. However, it is good to note that the period of uncomfortable tension and conflict between adolescents and their parents does not go on forever. During the later years of adolescence boys and girls once again come closer to their parents. If adolescents and their parents enjoy a close, trusting, and loving relationship prior to adolescence, then these same qualities are usually restored during late adolescence when conflict lessens. The parents-adolescents conflict declines gradually for several reasons. For instance, adolescence gradually learns to conform to the rules and parents are no longer required to be the rule enforcer, or disciplinarian. Second, due to advancement in their greater cognitive and emotional maturity, adolescents are simply better able to have more mature relationships with everyone, including their parents. By the time adolescents enter into adulthood, parents begin to enjoy a friendlier and more peer-like relationship with their almost-adult children.

Relationship with siblings :

Sibling relationships change during adolescence. The extent and nature of these changes will depend upon the number of siblings in the family, whether the siblings are older or younger than the adolescent, and the age difference between siblings.

During the early years of adolescence, adolescents seem to distance themselves from their younger siblings, especially those siblings who are quite younger to them in age. Adolescents at this stage feel that they do not have anything common with their younger siblings that they can share or they are too young even to play with them. Moreover, adolescents may become increasingly annoyed with their younger

siblings if they try to join them in activities because adolescents highly value their privacy, and enjoy the exclusive quality of their peer relationships. If a younger sibling persistently tries to come closer or establish a peer-like relationship with their adolescent brother or sister the younger sibling is ignored by the adolescent sibling considering this as an act of intrusion.

Another issue between a younger sibling and an adolescent is the issue of trust and privacy. An adolescent thinks that younger siblings maintain a strong association with their parents. This parent sibling allegiance can create a sense of distrust for adolescents as they begin to exercise their independence and to distance themselves from their parents. Adolescents do not want their younger siblings to know all their issues since they may tell parents things they would rather like to keep private. Parents, if want cordial relation between siblings, should not encourage or reward a younger child for sneaking information on their older sibling. Such a role of parent can increase distrust and alienation among siblings. Parents should therefore teach younger siblings to respect an adolescent's privacy. However, exceptions may be required in situations involving an adolescent's health or safety such as use of alcohol or drugs, suicide, etc.

Adolescents' relationships with older siblings too change during this period. Younger adolescents may experience jealousy and anger toward their older siblings when they see them enjoying more freedom and privileges than their own. Younger adolescents cannot realize that elders enjoy such freedom and privileges on becoming more mature and responsible only and they think they are being treated unfairly.

However, as adolescents grow through this period they usually get closer to their older and younger siblings, especially who are nearest to their own age. By the later years of adolescence, sibling bonds continue to strengthen, especially if siblings had previously enjoyed a loving relationship when they were younger. By this time, siblings without a large age difference will often grow closer to each other because they share similar experiences, joys, and stress. Due to their increased cognitive maturity, even adolescents with much younger siblings are less annoyed by their siblings, because the more mature adolescents understand the needs and wants of their younger siblings. Consequently, they respond to their younger siblings with greater patience and compassion leading to closer bond between them.

During the later years of adolescence most adolescents sooner or later reconcile their differences with their parents and restore their relationships with siblings. However, some adolescents cannot achieve such reconciliation for a variety of reasons. These adolescents think that they are happier and healthier without including family members in their lives. These adolescents may develop mental health problems such as depression, anxiety, alcohol and other drug use, and future interpersonal difficulties if they cannot square their relationships with family members.

Romantic Relationships during Adolescence :

Romantic relationship is an important dimension of adolescents' social life and development. Most adolescents have their natural interest in romantic relationships and usually attempt to form a romantic bond, even at the cost of social or cultural rules. In fact, adolescents begin to feel pressure to form romantic relationships at this age for several reasons: a) biological drives; b) expectations of peers; and c) multiple media messages that normalize sexual activity between adolescents.

Adolescents at this stage usually begin dating. However, dating always may not necessarily mean two adolescents spending time alone together. Adolescents during their early years are more comfortable if a date occurs within a large gathering of friends. As they grow through adolescence, they continue to explore dating and romantic relationships and gradually learn to handle dating quite differently. At this stage, a date usually implies a more exclusive quality, although dating may still occur in the context of larger groups.

It is not uncommon to note that many adolescents continue to enjoy casual dating throughout their adolescence. They may form romantic attachments that are somewhat shallow and temporary for the sake of having fun and companionship, or because it is expected by their peer group. These adolescents are not yet ready to create mature, emotionally intimate relationships. This may be because they aren't ready, willing, or able to make the commitment required of such relationships. On the other hand, other adolescents are ready for a more intimate romantic relationship and deeply desire a committed relationship because of the closeness and security that such relationships provide. These adolescents may form monogamous, intimate relationships with the ultimate goal of creating a lasting, committed relationship or marriage. It is unfortunate to note that with the change in social values during the

modern time deeper and committed relationships are declining and temporary and shallow relationships between individuals who want instant gratification and fun are growing. However, all romantic attachments during adolescence have the potential to include sexual activity in varying degrees.

Adolescents' relationships with other adults :

Adolescents' relationships with other adults such as teachers, tutors, and coaches, also change in terms of quality as well quantity along with their relationships with friends and family. Adolescence is the time when they begin to form more autonomous relationships with these adults. Adolescents at this stage need to shoulder more responsibility to make these relationships work. They no longer rely on their parents or other caregivers, for assistance with problematic relationship issues, or communication difficulties. They now can communicate with other adults at different capacities to seek help and solution to their issues and problems. Adolescents interact with a greater number of adults outside their home and family.

Adolescents' relationships with other adults outside their home usually start with their autonomous relationships with their teachers. Teachers at this stage talk to the adolescents about the issues relating to academic projects, assignments, home works, or other educational concerns which previously was to be conveyed to the parents. Adolescents are now expected to plan out the steps needed to complete an assignment or project; assemble the materials they need to complete the project; and meet the established deadlines using their social communication skills with different people other than their parents.

Adolescents also become more involved with team sports, student organizations, and other activities that put them into contact with even more adults outside their family. These adults expect adolescents to take on more responsibility. For instance, a physical instructor or trainer expects students to arrive at practice on time, with the right equipment and proper attire. Adolescents at this developmental stage are beginning to take the ownership and responsibility for their own lives and activities. By the later years of adolescence, adolescents are usually start attending college or other training classes. At this point, relationships become more collaborative as adolescents work alongside adults in order to meet their mutual goals.

In summing up, a socially developed adolescent learns to achieve balance and satisfaction in social relationships. Despite the increasing complexity of

adolescents' social networks with family, friends, romantic partners, teammates, coaches, teachers, classmates, they enjoy a satisfactory social relationship with others in most cases. However, some adolescents may exhibit a lack of balance in social relationship which could be a sign of potential problem. Normally, a healthy adolescent does not completely cut himself off from his families or even from peers. If such is the case, that can be a worrisome sign of depression, drug abuse, or other serious problems. Hence, complete avoidance of family members, lack of friends, or spending the majority of time in loneliness, major change in mood, behaviour, appetite, and sleep patterns may indicate serious problems. If adolescents' behaviour reveals such symptoms, parents or caregivers need to immediately contact a doctor or a mental health professional for additional guidance and help.

Characteristics of social development :

Some of the notable characteristics of social development of adolescents may be mentioned as under:

- Adolescence involves the growing desire for independence and choosing to spend more time with peers and friends than with family. Parents may have been the close friends during childhood, but adolescents usually turn to their friends for an opinion or advice. Although parents may reasonably feel ignored, family continues to be an important source of support for the increasingly social adolescents.
- During this period, adolescents switch their social gears. By the time individuals reach adolescence, their desire for strong family ties and wanting nothing more than to please their parents go away. They expand their social horizon and value the opinion and standards of other people outside their families.
- Developing a sense of individuality is another important characteristic of adolescents' social development. Independence and creating a unique identity goes hand in hand. Wearing the same type of clothing as their friends, joining sports or other extracurricular activities, going shopping or playing video games helps a young adolescent develop a sense of self as she discovers her likes and dislikes.
- Spending more time with peers means adolescents are spending few hours with their parents. Even though hanging out with peers is a natural part of

social and emotional development in adolescents, some parents take this behaviour negatively. Establishing himself as a unique person may prompt an adolescent to go out of the way not to be like his parents. Parents trying to hang on to days gone by may cause the adolescent to seek out even more freedom.

- Adolescents are usually attracted to friends who have similar interests or personalities. However, adolescents may not always use the best judgment when making new friends.
- The desire to be accepted by peers is very strong among the adolescents. Hence they sometimes *fib to fit in*. Being chosen to be part of a peer group boosts their self-esteem. Some adolescents feel that who they really are isn't good enough and hence they try to act like the group rather than be true to own innate personality.
- Adolescents usually search for their own identity. They keep busy working out who they are and where they fit in the world. This search is usually influenced by gender, peer group, cultural background, media, school and family expectations.
- Adolescents seek independence and autonomy. This need for freedom influences their decisions and the relationships they develop with family and friends.
- While seeking more independence, adolescents seek more responsibility as well, both at home and at school and other social situations.
- Since adolescents seek more independence, it leads to some conflict between parents and children which is normal. It actually shows that they are maturing. Usually such conflict isn't likely to affect long term relationship between parents and children.
- Adolescents keep looking for new experiences and adventures. This is why they are more likely engage in more risk-taking behaviour. They engage in risk-taking behaviours to assert themselves and to win acceptance from their peer groups.
- Adolescents think more about "right" and "wrong" and develop a set of values and morals. They also learn that they're responsible for their own actions, decisions and consequences. At the same time they start to raise questions about social values and other issues.

- Adolescents are strongly influenced by their friends and peers, especially when it comes to behaviour, sense of self and self-esteem.
- They begin to develop and explore own sexual identity. They might start to establish romantic relationships or even go on "dates". However, these are not necessarily intimate relationships that last for long time.
- Adolescents start communicating in different ways; e.g. the internet, mobile phones and social networking etc significantly influence how adolescents communicate with friends and learn about the world.
- Adolescents see things differently from their parents, teachers and other grown up people. This is not because they want to upset elders, but because they are beginning to think more abstractly and to question different points of view. Some adolescents fail to understand the effects of their behaviour and comments on elders. They need more time to develop these skills. Gradually they become more aware of how other people feel and develop the ability to empathize.
- With the expansion of their social horizon, adolescents expand their social roles as well. The complex changes that adolescents experience in their brain, emotions, and bodies lead them to take on more complex social roles. Cognitive and emotional development help adolescents have more meaningful conversations and express their emotions better. Physical development indicates that adolescents are becoming adults and that they may become entrusted with greater responsibility. Consequently, adolescents play new roles, such as a leader in school, or a team; serve as a confidante; or even as a romantic partner.

Establishing an identity of one's own and fostering new social connections outside of the family is normal on the part of adolescents' development. Social communication and interaction with people outside of the family circle can train adolescents to maintain effective relationships in different situations and identify roles they can play in the broader social environment. However, it is important to remember that adolescents still need guidance and support from their parents and teachers as they experience these new social roles.

Influence of peers in social development :

With growing emotional maturity in adolescents, their relationships with their peers change as they become more vulnerable and emotionally intimate with

their peers. Increased vulnerability and intimacy in adolescence need greater trust among peers for deeper and closer relationships. Adolescents' peer groups become increasingly important as they experience more closeness in these friendships and more gratifying relationships with their peers result. During the adolescent years, boys and girls turn to one another instead of their families as their first line of support during times of worry or distress. This increased reliance on friendships is a way through which adolescents demonstrate their growing independence.

Acceptance by their peer group is very important at this stage and hence adolescents try to modify their behaviour, speech, dress, choices, and activities in order to become more similar to their peers. Increased similarity among peers provides them a sense of security and recognition from their chosen peer group. Developmental psychologist, Erik Erickson, described this developmental step as a crisis of identity vs. identity confusion.

Modification of behaviour and choices in order to conform to their peer group is an attempt on the part of adolescents to respond to peer-pressure. Peer pressure is often associated with negative outcomes such as skipping school, wearing distasteful clothing, or tobacco, alcohol and other drug use. However, peer pressure can exert positive influences too. Development of advanced cognitive and emotional maturity, adolescents can encourage each other to make wise decisions, and discourage each other from making harmful choices.

In order to go well with their peers, adolescents decide to participate in the same hobbies or activities as their friends. This makes them to spend more time together, share experiences and to bond well with each other. In general, adolescents are attracted toward peer groups with whom they share common interests and activities, similar cultural backgrounds, or simply a similar outlook on life. However, the experimenting and adventurous adolescents may be attracted to peer groups with very dissimilar interests as well.

Adolescent peer groups are tied by a sense of increased group cohesion due to the changing quality of their relationships. The increased vulnerability and emotional closeness of adolescent peer relationships require more trust and greater commitment and allegiance to their peer group. Increased group cohesion also creates a sense of interpersonal safety and protection. When adolescents have several good friends who support them through the ups and downs in life,

they feel more secure and confident in their social support system. However, increased loyalty and cohesion of adolescent peer groups can lead to several problems as well. For example, cliques may form and some children may be excluded. This kind of rejection is often very painful, particularly for the sensitive children. Moreover, groups of adolescents may be negatively labeled for their characteristics or interests, creating tension and conflict between groups. Conflict and extreme disturbance can also occur among friends belonging to different groups.

By the late years of adolescence peer groups resemble a close-knit, second family and may provide adolescents with a large portion of emotional support. Especially for adolescents who live outside their homes because of school or work, and those who are separated from their families because of conflict or other socioeconomic problems.

In brief, during adolescence the number of close friendships decline, but the quality of these relationships becomes more vulnerable, trusting, and intimate. However, the number of casual contacts continues to increase, as adolescents' social networks expand due to sophisticated communication technologies, new recreational and social activities, new educational experiences, and employment.

- Adolescents usually begin spending more time with their peers and less time with their families, and these peer interactions increasingly influence their behaviour and personality.
- Adolescents within a peer group shape themselves in ways that make them similar to one another in behaviour and attitudes.
- In the same way adolescents who spend time together shape each other's behavior and attitudes.
- Another aspect of peer group influence is known as "Peer contagion". It refers to a process by which peers reinforce problem behaviour by laughing or showing other signs of approval that increase the likelihood of future problem behaviour.
- Peer influence can either be positive or negative during adolescence. Negative peer pressure can lead adolescents to make riskier decisions or engage in more problematic behaviour than they would alone or in the presence of their family. For example, adolescents are much more likely to drink alcohol, use drugs, and commit crimes when they are with their friends than when they are

alone or with their family. However, peers also serve as an important source of social support and companionship during adolescence, and adolescents with positive peer relationships are happier and better adjusted than those who are socially isolated or have conflicting peer relationships.

- The peer group may on one hand, serve as a model and influence behaviours and attitudes, while on the other hand, it may provide easy access, encouragement and an appropriate social setting for negative behaviours.
- Social Learning Theory suggests that it is not necessary for adolescents to observe a given behaviour and adopt it; it is sufficient to perceive that the peer group accepts it, in order to be able to opt for similar behaviours.
- Peer group members determine preference in the way of dressing, speaking, using illicit substances, sexual behaviour, adopting and accepting violence, adopting criminal and anti-social behaviours and in many other areas of the adolescent's life. For example, one of the main motives for alcohol consumption by adolescents is related to social events, which usually take place in the company of friends.
- At the same time, membership in peer groups allows one to share experiences and feelings and to learn how to solve conflicts.
- Friendship is also positively related to psychological well-being. Absence of friends leads to social isolation and limited social contacts, as there are fewer opportunities to develop new relations and social interactional skills.
- Strong bonds of friendships positively influence the behaviour of adolescents which also leads to good academic results.
- However, the influence of the peer group also depends on the type of friendship; if friends are close they have a greater influence on the other's behaviours. On the other hand, if friends are not tied by strong bonds then the members are less susceptible to the group's influence.

The influence of peer group has an important role throughout adolescence; nevertheless it may negatively influence adolescents' risk behaviours, by enhancing their involvement in such actions. At the same time, peer group members may encourage adolescents to develop good habits, attitudes and behaviours as well.

Factors affecting social adjustment

Social adjustment of adolescents is affected by a multitude of different factors. Some of the important factors may be outlined as under:

Physical changes :

Physical changes during adolescence being rapid, new, and unprecedented, this period can be a source of pride or embarrassment. Boys who mature early become physically stronger, taller, and more athletic than their late maturing peers, which make differences in their popularity among peers, which can in turn influence their confidence and adjustment. Boys who mature earlier are more popular, independent and better adjusted with their peers. On the other hand, boys who lag behind in physical maturity lack confidence which result in social withdrawal and lack of adjustment. Girls may face increased teasing and sexual harassment related to their developing bodies, which can contribute to self-consciousness and place them at a higher risk for anxiety, depression, and eating disorders leading to social seclusion. At the same time, proper growth and an attractive physical appearance may help girls to draw more attention, which make them popular, extrovert or even feel superior at times.

In fact adolescents' bodies change and develop at different rates. Those who develop faster may be seen and treated more like adults or they may spend more time with older youth because of how they look. This also increases their potential for engaging in sexual relationships. However, these more mature-looking adolescents may not be emotionally and cognitively ready to handle those new roles. On the other hand, adolescents who develop later may be seen and treated more like young children and consequently spending more time with younger children. Thus, physical changes affect social adjustment of adolescents to a very large extent.

Psychosocial Development :

Adolescents continue to refine their sense of self as they relate to others. Erikson referred to the task of the adolescent as one of identity versus role confusion. Thus, in Erikson's view, an adolescent's main questions are "Who am I?" and "Who do I want to be?" Some adolescents adopt the values and roles that their parents expect for them. Other teens develop identities that are in opposition to their parents but align with a peer group. This is common as peer relationships become a central focus in adolescents' lives.

Adolescents usually work to form their own identities and they pull away from their parents. At this time, their peer groups become very important for

them. However, they still experience positive feelings toward their parents. Warm and healthy parent-child relationship results in healthy social adjustment outside home.

Adolescent stress and storm :

Adolescence is a period of stress and storm. This is because of the rapid biological, cognitive, emotional, and social changes experienced by the adolescents which are sudden, new and for which they have no preparations. These transitional changes experienced by the adolescents make it hard for many of them to make adjustment with the various elements of the society they live in. The *storm and stress* of their life make the adolescents question and contradict their parents, experience mood disruptions, and develop a propensity for reckless and antisocial behaviour resulting in difficulties of social adjustment. However, all adolescents may not experience storm and stress invariably, but there is no denying the fact that adolescence is the period when storm and stress is *more likely* to occur than at other ages which influence their social adjustment definitely. In fact, adolescent storm and stress is aggravated by the failure of home, school, and other organizations to recognize the true nature and potential perils of adolescence and to adapt their institutions accordingly.

Influence of peer group :

Influence of peer group on the social development and adjustment of adolescents is strongest among all the factors. Adolescents' search for independence and identity pull them toward their peer group. In order to be accepted by their peer group and with their aim of developing self-identity, adolescents try to follow the rules, norms and behaviour patterns modelled by their group.

Adolescents need greater trust among peers for deeper and closer relationships. Adolescent boys and girls turn to one another instead of their families as their first line of support during times of worry or distress. This increased reliance on friendships is a way through which adolescents demonstrate their growing independence.

Acceptance by their peer group is very important at this stage and hence adolescents try to modify their behaviour, speech, dress, choices, and activities in order to become more similar to their peers. Modification of behaviour and choices in order to conform to their peer group is an attempt on the part of

adolescents to respond to peer-pressure. Peer pressure is often associated with negative outcomes such as skipping school, wearing distasteful clothing, or tobacco, alcohol and other drug use. However, peer pressure can exert positive influences too. Adolescents can encourage each other to make wise decisions, and discourage each other from making harmful choices.

Adolescents decide to participate in the same hobbies or activities as their friends. This makes them to spend more time together, share experiences and to bond well with each other. In general, adolescents are attracted toward peer groups with whom they share common interests and activities, similar cultural backgrounds, or simply a similar outlook on life.

Search for Identity:

Formation of an identity is a central issue for the adolescents. In Erikson's theory of developmental stages, identity formation was highlighted as the primary indicator of successful development during adolescence (in contrast to role confusion, which would be an indicator of not successfully meeting the task of adolescence). Adolescents search for their own identity and the tendency to conform to group gradually disappears. They want to establish their own identity by using various means including their clothes, hairstyle or other patterns of behaviour. They try to attract the attention of others and want to be recognized as individuals. Adolescents want to be self-dependent as opposed to their dependent behaviour of childhood. All these influence the patterns of their social adjustment.

Academic achievement:

Academic achievement is an important factor of effective adjustment during adolescence. Academic achievement lays the foundation for future educational and occupational opportunities for adolescents that give them confidence and optimism resulting in better social adjustment. On the other hand, lack of achievement or school failure, dropping out of school, result in negative feelings and cause difficulty in healthy social adjustment.

Romantic relationships :

During adolescence romantic relationships emerge. Same-sex peer groups of childhood gradually expand into mixed-sex peer groups as they move into

adolescence. Romantic relationships first emerge in the context of these mixed-sex peer groups. Although the romantic relationships of adolescence are short-lived, their importance cannot be ignored. Adolescents spend a great deal of time focused on romantic relationships, and their positive and negative emotions are more tied to romantic relationships (or lack thereof) than to friendships, family relationships, or school. Romantic relationships contribute to adolescents' identity formation, changes in family and peer relationships, and adolescents' emotional and behavioural adjustment.

Parenting styles and adjustment in adolescence :

Parental behaviour is one of the most influential factors in shaping adjustment behaviours of adolescents. The relation between parenting styles and adolescent adjustment can never be denied. In general, findings from various studies show better adolescent adjustments with authoritative parents and poorer with neglectful parents. In general, adolescents from authoritative families perform better academically are more optimistic, make better use of adaptive strategies, have less drug use, higher self-concept, more behavioural regulation and therefore better adjusted with social situations than adolescents from families with other parenting styles. However, studies also show that adolescent boys and girls face difficulties in terms of social adjustment when they are subjected to highly authoritarian parenting styles. Similarly, neglecting styles also results in negative behaviour and problems of social adjustment among adolescents. In fact, parental control is beneficial when it is strict as well as warm; in contrast, restrictive control or when control is strict as well as cold, it leads to poor social adjustment and negative behaviours.

Technology and media :

Modern technologies and media have grossly changed social life of man. Adolescents nowadays prefer virtual social relationships rather than face to face or actual relationships. Text messaging, social networking platforms, blogs, email, and instant messaging keep adolescents socially connected to each other. It is through these media that they express who they are to the world. Today's adolescents have such large social networks that it is not uncommon to have virtual friendships with peers they have never met face-to-face. This digital interaction may curtail nonverbal communication and cues that occur in person that are important for developing

social skills; but these interactions are still social and meaningful to the adolescents who participate in them.

Diversity in social environments :

Adolescents' social development does not necessarily follow the same pathway for all individuals. Certain characteristics of adolescence, such as biological and cognitive changes are relatively universal. But various other characteristics of adolescence depend largely on conditions that are different in different environments. For example, adolescents growing up in one country might have different opportunities for risk taking than adolescents in a different country, and supports and sanctions for different behaviors in adolescence depend on laws and values that might be specific to where adolescents live. Likewise, different cultural norms regarding family and peer relationships shape adolescents' experiences and adjustments.

Moreover, adolescents' gender, ethnicity, immigrant status, religion, sex, economic status, and personality can influence how adolescents behave and how others respond to them, creating differences in their social adjustment. For example, puberty appears to be associated with worse outcomes for girls than boys, creating psycho-physical strain that cause challenges for smooth social adjustment. Adolescents belonging to minorities often face discrimination that present challenges in the way of their adjustments.

From the above discussion it can be said that social adjustment of adolescents is influenced by a host of factors starting from biological characteristics to environmental influences. Social adjustment during adolescence is characterized by the changes experienced by individuals like urge for freedom from their parents, their need for spending more time with peers, and the desire for romantic relationships and sexuality. Social adjustment during adolescence is reflected in identity formation, which often involves a period of exploration followed by commitments to particular identities. Adolescence is characterized by risky behavior, which is made more likely by changes in the brain in which reward-processing centers develop more rapidly than cognitive control systems, making adolescents more sensitive to rewards than to possible negative consequences. Despite these generalizations, factors such as country of residence, gender, ethnicity, and sexual orientation shape social adjustment in ways that lead to diversity of experiences across adolescence. Whatever the case may be, all adolescents need caring adults in

their lives who offer them support, provide opportunities for them to test their new skills, and offer guidance on how to be successful in making effective social adjustment.

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Questions for exercise :

1. Write the meaning of social development.
2. Discuss the different characteristics of social development during adolescence.
3. Discuss the influence of peers in social development of adolescents.
4. Write a note on adolescence and peer pressure.
5. Discuss the factors affecting social development of adolescents.

CHAPTER IV

EMOTIONAL AND PERSONALITY DEVELOPMENT

Different emotions control our daily lives to a large extent. Our behaviour is determined by emotions such as happiness, anger, sorrow, boredom, frustration etc. We generally engage in activities based on the emotions they incite. The origin of the English word "emotion" can be traced back to 1579 AD when it was first used adapting from the French word "emouvoir", based on Latin "**emovere**" which means "to stir up". Emotion is a conscious experience which is characterized by intense mental activity which is either pleasant or painful. Cognitive processes are an important aspect of emotion since feeling of emotions is dependent upon how events affecting us are interpreted.

Emotions are complex process that involves the mind as well as the body. They are conditions of feeling that lead to physical and psychological changes and influence our behaviour. An emotion is a complex psychological state that involves three distinct components: a subjective experience, a physiological response, and a behavioural or expressive response. Emotion is subjective experience although there are a number of basic universal emotions. While we have broad labels for certain emotions such as "anger", "fear" or "happiness", we have unique experience of these emotions and these are not felt by all alike. Moreover, feeling of mixed emotions over different events or situations in life is common. For example, getting married or having a child may be marked by a wide variety of emotions ranging from joy to anxiety. Emotions also cause strong physiological reactions. We all have the experience of feeling our stomach lurch from anxiety or our heart beating fast with fear. We experience many physical reactions during an emotion, such as sweating palms, rapid breathing, blushing etc. The final component of emotion is its actual expression. Although many expressions of emotions are universal, such as

a smile indicating happiness or pleasure or a frown indicating sadness or displeasure, cultural rules also play an important role in how we express and interpret emotions.

Some definitions of emotion :

Crow and Crow: Emotion is an affective experience that accompanies generalised linear adjustment and mental and physiological stirred-up states in the individual and that shows itself in his overt behaviour.

William McDougal : Emotion is an affective experience that one undergoes during an instinctive excitement.

R.S. Woodworth : Emotion is a moved or stirred-up state of an organism. It is a stirred-up state of feeling that is the way it appears to the individual himself. It is a disturbed muscular and glandular activity, that is the way it appears to an external observer.

R. Sternberg : "An emotion is a feeling comprising physiological and behavioural (and possibly cognitive) reactions to internal and external events."

Thus, from the above definitions and discussions, it may be understood that emotion is an agitated mental state of individual, either pleasant or painful, which usually find expression through some physical reactions or changes. The major sources of emotion are perception, memory and imagination of some object, event, individual or any other phenomenon.

Nature and characteristics of emotion :

Following characteristics of emotion reveal the nature of emotion as an affective process.

- Although there are a number of basic universal emotions, emotional experiences are subjective and purely individual in nature. Same situation could evoke different emotions in different individuals.
- Emotions also cause strong physiological reactions. Many physical reactions occur during an emotion, such as sweating, blushing, change in blood pressure, change in facial expression, voice and body movements etc.
- Emotions are intense psychological conditions that find expression through physical reactions.
- Emotional experiences are either pleasant or unpleasant.
- The major sources of emotion are perception, memory and imagination.
- Emotions involve cognitive, affective, and conative aspects.

- Emotional experiences are common to individuals of all ages. However, children's emotions are characterised by sudden and intense outburst, transitory, more frequent and easily expressed.
- Emotions may surge suddenly. However, the passing away of emotions is somewhat slow which cannot be shaken off immediately.
- Emotional state from one situation may get transferred to another. Frustration and anger caused in office may be carried to home by an individual.
- An emotion mostly rises when a biological drive or need is blocked or not satisfied.

Types of emotions :

According to William McDougall there are three classes of emotions:

- Primary emotions
- Secondary emotions and
- Derived emotions.

Emotions arising out of a single instinctive tendency is known as primary emotion as classified by McDougall. Primary emotion is in fact an indicator of the instinctive impulse. For example, the instinct of escape has its clear emotion of fear; instinct of combat is associated with the emotion of anger.

Secondary emotion is called blended or mixed emotions in the sense that it is associated with more than one emotion. For example, feeling of hatred towards an individual is a blended emotion of anger and disgust to the individual.

Derived emotions are neither primary nor they are blended with other emotions. Derived emotions are neither the product of immediate situation nor results from the related instinct. They are derived out of a past experience or the future expectation of an individual. For example, an individual may feel joyous thinking about a moment in the past when he achieved success; or he may experience fear thinking about forthcoming result of an examination that he appeared.

EMOTIONAL DEVELOPMENT

Emotional development is the process of developing the ability to recognize, express, and manage feelings and to have empathy for the feelings of others. The development of these emotions, which include both positive and negative emotions, is largely affected by relationships with parents, siblings, and peers.

Emotional development during adolescence involves establishing a realistic

and rational sense of identity in relation to others and learning to cope with stress and manage own emotions. Identity is the way adolescents see themselves as well as the way they would like to see themselves and who they would like to become. Establishing a sense of identity has traditionally been the central task of adolescence, although identity formation neither begins nor ends during adolescence. However, adolescence is the time when individuals develop the cognitive capacity to consciously sort through who they are and what makes them unique.

Characteristics of emotional development during adolescence :

Developing a Sense of Identity :

Identity includes two concepts. The first is self-concept, or a set of beliefs one has about oneself including beliefs about one's qualities, roles and goals, interests, values, and beliefs. The second concept is self-esteem, which involves evaluating how one feels about one's self-concept. Global self esteem refers to how much one likes or approves one's perceived selves as a whole and specific self-esteem refers to how much one feel about certain parts of oneself. Each adolescent develops his or her unique self-esteem. However, self-esteem, whether high or low, may remain relatively stable during adolescence or may steadily improve or worsen depending upon different factors. Development of cognitive skills during adolescence enables them to make abstract generalizations about their self. The physical changes experienced during adolescence can strongly influence their global self-esteem, either positively or negatively. During the early years of adolescence physical appearance is the most important factor that determines global self-esteem. Adolescents may incorporate other's comments and judgments as part of their identity and feelings about themselves. Adolescents experiment with different ways of appearing, talking, and behaving to achieve a realistic sense of identity. Each adolescent executes these tasks in his or her own unique way. Some may explore more in music; another may explore more in sports or in appearance. Such experimentations are positive signs that adolescents feel secure enough to explore the unknown. Adolescents who do not experiment in any area may be more stable but may even be experiencing more difficulty than others who are quite experimenting. Because, experimentation is developmentally appropriate for Adolescents, except when it seriously threatens their health or life.

Low self-esteem may result in adolescents if there is a gap between one's

self-concept and what one believes one "should" be like. Low self-esteem during adolescence is associated with the feelings of depression, lack of energy, disliking one's appearance and rejecting compliments, insecurity, unrealistic self-expectations, doubts about the future, excessive shyness, submissiveness etc. At the same time, consistent low self-esteem has been found to be associated with negative outcomes, such as depression, eating disorders, delinquency, and other adjustment problems.

Erik Erikson and Self-Identity :

Erik Erikson, an influential developmental psychologist in his theory of Psycho-social Development, theorizes that adolescents must resolve two life "crises" during adolescence. "Crises", according to Erikson is a series of internal conflicts that are linked to developmental stages. According to his theory, the way a person resolves the crisis at each life stage will determine their personal identity and future development.

The first crisis that occurs during adolescence is called the crisis of identity versus role confusion. This crisis represents the struggle to find a balance between developing a unique, individual identity being accepted and adjusted at the time. Adolescents must determine who they want to be, and how they want to be perceived by others. According to Erikson, when adolescents successfully pass through this crisis they emerge with a clear understanding of their individual identity and can easily adjust with others. Consequently, they are confident of themselves who can freely associate with other people without losing their own identity. On the other hand if adolescents fail to go through this crisis successfully, they are uncertain about their own identity. This lack of understanding about oneself can make them socially disconnected and cut-off from others; or give an exaggerated sense of their own importance leading to the adoption extremist positions. According to Erikson theory, when adolescents become stuck at this stage, they will not become emotionally mature adults.

The second crisis during adolescence according to Erikson is called the crisis of intimacy versus isolation. This crisis represents the struggle to resolve the reciprocal nature of intimacy; i.e., to achieve a mutual balance between giving love and support, and receiving love and support. Adolescents have to learn to develop and to maintain close friendships outside the family, as well as how to achieve reciprocity in romantic relationships. Erikson believed that success to resolve this crisis results in the virtue known as love. It is characterized by the ability to form

long-lasting, meaningful relationships. On the other hand, failure to resolve this crisis successfully, may lead to distant and self-contained, or conversely, needy, dependent, and vulnerable behaviour. Adolescents, who cannot resolve this crisis, remain isolated and lonely without social supports and their emotional development becomes stalled.

Self-Identity and Values :

An understanding of oneself on the part of adolescents includes some understanding of their own values. Thus, with the development of self-identity during adolescence, a value system emerges. However, some adolescents, instead of exploring their own individual value system; simply accept the values of their family, community, or culture. But the majority of adolescents explore their value system. This exploratory process may range from a simple questioning of why things are the way they are, to experimentation with a different set of values and beliefs, to outright rejection of generally accepted values and beliefs. This process exploring values by adolescents can be frustrating for parents and teachers, especially when adolescents challenge authority and the religious, cultural, or social values.

Adolescents' experimentation with their value system can take many forms. For example, a previously shy, silent, and agreeable adolescent may suddenly become argumentative and begin to speak out about a great many topics. Some may alter their appearance by wearing a different style of clothing, getting a tattoo or body piercing, colouring or styling their hair in unusual ways. They may also change their musical preferences to include music their parents may find objectionable, or attend a Christian church instead of their family's temple.

Sometimes adolescents' experimentation goes a step further by testing the limits set by their parents, teachers, and other authorities. They may oppose and resist restrictions of any sort, and may intentionally break rules about different things and evade responsibilities. In fact, when adolescents intentionally challenge rules or laws, they are experimenting with the values associated with these rules or laws. However, many of these experiments can lead to dire consequences when adolescents experiment with sex, tobacco, alcohol, and other drugs. Adolescents' experimentation with values is also an attempt on their part to assert their independence and individuality through rebellion. They are no longer satisfied with accepting what adults have told them want to figure things out for themselves.

However, they still lack the mental and emotional maturity required for making consistently wise decisions.

Adolescent stress :

Adolescence is a period like a whirlwind of rapidly changing emotions. Earlier theories about adolescent development, including the theory of Stanley Hall, proposed that adolescence was a period of "storm and stress" and adolescents naturally over-react to everyday situations.

Today's society subjects individuals to increased demands on their physical, mental, and emotional resources. Social relationships outside the family have increased incredibly with the advent of electronic social networking. Academic standards have become more stringent. Sports and other recreational pursuits have become more competitive. While trying to cope with these challenges, adolescents experience severe psycho-physical stress. The ability to effectively cope with stress is influenced by many factors. Certain genetic factors, such as temperament, make some people more sensitive to stress. On the other hand, certain environmental factors such as family and community can help to mitigate the effect of stress by enabling adolescents to become more resilient in the face of stress.

Temperament is one important factor that can influence our response to stress. Temperament refers to a genetically-determined tendency to behave in a particular way. Hence, adolescents born with more sensitive temperaments may have a more difficult time coping with stressful situations. However, there are many protective factors that can help to mitigate the effects of stress. One such protective factor is the social support provided by family, peers, teachers, coaches, etc. Social support enables adolescents to practice handling stressful and challenging circumstances while simultaneously knowing that if they should need help someone is nearby and willing to assist them. Therefore, social support enables adolescents to gain experience managing stressful situations and to gain confidence. In a related way, a sense of safety and security is another protective factor. Adolescents who feel secure and safe tend to cope with stress much better than adolescents who feel unsupported, unsafe, or unprotected by their immediate environment (family, community, school). Besides temperament, social support, and security, culture also plays a key role in determining how people respond to stress. There is a great deal of cultural variation with regard to emotional expression: ranging from very intense emotional expression, to extremely controlled emotional expression. Since family

and community members serve as role models, adolescents adopt the culturally accepted methods of expressing emotions surrounding stress.

Even as environmental factors can serve to protect against the negative effects of stress, the same environmental factors can serve to increase the negative effects of stress. For example, some adolescents grow up in constantly stressful environments. Such adolescents are at greater risk for developing stress and problems such as depression and anxiety, alcohol or other drug use, teen pregnancy, and violence. Similarly, as adequate social support has positive influence on stress management, the lack of social support has a negative effect. Adolescents who do not feel loved, wanted, or valued by their family, school, or community lack the necessary social support for the development of effective stress management skills, and fail to develop the confidence needed to tackle challenging situations or circumstances. Adolescents who regularly face threats of security and personal safety due to violence in their home, school, or community are less likely to successfully manage their stress because survival becomes their primary concern. Adolescents, for whom survival becomes the primary concern, short-term needs are the primary consideration and long-term consequences become irrelevant.

Emotional Self-Efficacy :

Emotional self-efficacy is the ability to express emotions in a socially acceptable and appropriate manner. Along with their ability to express their thoughts and ideas through written and oral communication, adolescents must learn to identify, understand, and express their emotions in healthy ways. This includes the ability to understand the impact of their emotions on their thoughts and behavior, and the ability to delay or inhibit impulsive reactions to powerful, intense emotions. Once these skills are developed adolescents acquire confidence in themselves, out of their ability to face difficult challenges without becoming consumed by emotions, or acting out destructive impulses. All these emotional skills collectively are referred to as emotional self-efficacy and adolescents who lack emotional self-efficacy may be unable to form and maintain positive interpersonal relationships. Younger children usually give intense expressions to their emotions by throwing temper-tantrums and screaming to express their displeasure; or by dancing and jumping around to express their delight. On the other hand, adolescents, skilled with emotional self-efficacy, can cope with their emotions internally and can console

or soothe themselves, congratulate themselves, or solve problem in a difficult situation.

Some important Emotional changes that occur during Adolescence :

Excessive sensitivity :

Bodily changes during adolescence make them feel uncomfortable about themselves and become overly sensitive about their physical appearance. As a result they may feel irritated quite easily, lose their temper or feel depressed.

Quest for an identity :

Adolescents are in the process of becoming an adult. They feel inclined to figure out what makes them unique as a person. There is also a general tendency among adolescents to associate more with their friends than their family members. Psychologically, it is because of the fact that their friends are also going through a similar phase of life. Adolescents try to find out how they are different from others and how they fit into the world.

Feeling of uncertainty :

Since adolescents are neither adults nor children anymore, they are uncertain about themselves and their roles. As a transitional period of life, adolescents begin to wonder and think about new and unfamiliar aspects of life such as career, livelihood and marriage. Since all these are new and unfamiliar things for the adolescents, they become quite uncertain about the future when they think about those issues. This uncertainty increases when the expectations of people around adolescents also change. Adolescents are expected to take on greater responsibilities than what was expected from them as children. Eventually adolescents grow into their new roles and become more certain about themselves, but this process takes its own time depending on how they respond to the situation.

Peer pressure :

With the advent of adolescence, peer group pressure will increase. They are more influenced by what they see around them in popular media and the culture that is represented through them. Adolescents often pick up on what's in and what's out in terms of the way they dress, their language and even their behaviour depending upon what they see. This may be uncomfortable at times and would

probably even change their interests or likes and dislikes. It's also one of the ways in which one struggles to fit in with their peers. These events can lead to a gap between what is perceived as appropriate by adolescents' parents and their friends.

Conflicting thoughts :

Adolescence being a period of transition between childhood and adulthood, adolescents may feel stuck between how they were as a child and how they wish to be as an adult. For example, they may want to be more independent and at the same time, might also look for support from their parents. Another important conflict is to decide whether one would give up on his or her childhood interests to be able to fit in with their adolescent friends. As a result adolescents often face conflict in making choices about several things.

Mood swings :

Adolescents experience frequent and sometimes extreme swings or changes in their mood along with feelings of uncertainty and conflict. For example, sometimes adolescents may experience mood swings between feeling confident and happy to feeling irritated and depressed, or between feelings elated to feeling depressed in a short span of time. These frequent mood swings may occur due to shifting levels of hormones in the body and other changes taking place during adolescence.

Self consciousness :

Developmental changes during adolescence vary on an individual basis and the rate of growth and attainment of developmental milestones is individual. This fact makes adolescents conscious about the way they are growing up that influences their emotions and behaviour. These experiences are more prominent for girls because they develop faster and earlier than boys during this period. Moreover developmental changes in their bodies are more noticeable. This makes them feel more conscious about their body in presence of others.

Sexual feelings :

Adolescence is the period of attaining sexual maturity. Sexual maturity leads to curiosity about sex and also about bodies of people. During adolescence, it is normal for a boy or a girl to be sexually attracted to the opposite sex. They feel sexually excited by various activities such as reading a romantic novel or watching

a romantic scene on television. Though these feelings are normal and there is nothing to feel guilty about it, the societal attitudes towards sexuality give them a sense of guilt about feeling or talking about sex. They usually try to hide their feelings and their many questions about sex remain unanswered leading to more curiosity and confusion about the issue. However, it is good if adolescents can gather correct and healthy information about sex life from responsible mature adult like mother, doctor or a counsellor with whom they can comfortably discuss the issues relating to sex.

PERSONALITY AND ADOLESCENCE :

Personality is one of the most important topics in the study of psychology. Understanding the process of personality development is crucial to the overall understanding of the process of child development. However, tremendous research that has been conducted to understand the meaning and nature of personality has failed to give a final conclusion about its true nature. Different psychologists have developed different theories to understand the nature and development of personality.

The historical root of the term personality has been derived from the Latin word "persona" which means "a mask". During ancient time actors in Greek theatre used to wear a mask called "persona" before their faces while acting on the stage. Thus personality from this derivation was thought to be the effect or influence the Greek actors left on their audience. Hence personality may be understood as the effect that an individual leaves on other people with whom he comes into contact.

Even so, personality is not a fixed condition but it is a dynamic totality of behaviour of an individual as he tries to adjust to his environment. It is the way in which individuals adjust to the environment and manifested through his behaviour, conduct, activities, movements and every other thing concerning him. It is personality that makes every individual unique.

Personality makes an individual unique or distinctive and it emerges early in life and continues to change in meaningful ways throughout life. Personality development is the result of continuous interaction of temperament, environment and character of an individual. Temperament refers to the genetically determined traits of the individual that determines the attitude and approach of the individual and how the individual learns about the world around him. The second important

factor shaping the personality of the individual is the environment in which he lives. According to most of the psychologists these two factors are the most important factors that shape the personality of an individual. Temperament is also called "nature" while environmental factors are called "nurture". Though there is no agreement among the psychologists as to which factor is predominant in affecting the development of personality, almost all of them agree that conducive environment, high-quality parenting and proper grooming can play critical role in the development of personality. The third factor influencing the process of personality development is character which refers to the set of cognitive, affective, and behavioural patterns learned from experience and it is these patterns that determine how an individual thinks, feels and acts or behaves. Though a person's character continues to evolve throughout life, inborn traits and early experiences cast strong influence on his character and personality.

Personality changes during adolescence :

Adolescence is a period during which great changes take place on all fronts of life. During adolescence individuals develop their unique identity. Unlike children, adolescents separate themselves from their parents, and develop their own distinct personality. Adolescents spend increasingly more time with their peers outside home. Their psycho-physical dependence on their parents decreases. During this time, personality development of adolescents reaches a crucial stage. Adolescents' personalities are greatly influenced by their peer group as they spend increasing time in the group and try to identify themselves with the group. However, parents continue to influence the lives of adolescents and have their share of influence on their personality development. In fact, adolescents' personality is the combined product of heredity and the person's relationship with the peer group and, with parents.

However, adolescents' personalities are largely influenced by their behaviour and experience outside the home, as adolescents consider the feedback from their friends as more important than that of their parents. Many times adolescents consider the standards of their peer group as the basis of an ideal personality and they assess their own personality against this ideal. Adolescents who feel that their personalities are not ideal as per this standard try to change their personality. But changing one's personality altogether is not an easy task to accomplish. Because personality patterns established during childhood begin to stabilize during

adolescence and only minor modifications in that can be effected. The changes in personality patterns during adolescence are more quantitative than qualitative and in the process desirable traits are strengthened and undesirable ones are weakened.

Adolescents' attempt to change their personality patterns often meets with failure and frustrations as personality patterns are influenced by environmental conditions in which they live and they don't have control over. This affects their self concept which is the core of their personality. However, when adolescents' environments are changed due to their mobility from one school to another or from one place other, some changes to their personality patterns may occur. Adolescents tend to seek people who treat them in a manner which is compatible with their self-concepts and avoid those who do not behave like that. This is why adolescents tend to be more influenced by their friends and peers than their parents. Supporting and compatible behaviour reinforce their self-concepts that are already formed and determine their characteristic patterns of adjustment to life. Group values also influence the self-concept and personality patterns of adolescence. Their ability to meet the values set by their group determines their feelings of adequacy or inadequacy accordingly which influence their self concept and personality.

Failure in their attempts to modify their personality patterns to conform to their peer group may lead adolescents to feelings of inadequacy, inferiority, and to negative self-concepts and problems of adjustment. However, attainable and realistic goals in respect of personality changes may give them satisfaction and positive self-concept and adjustment with oneself and others.

With the developing sense of self-sufficiency and cognitive development adolescents grow in confidence and are geared up to experiment with different roles until they find one that fits. Their personality changes according to the situation or group of friends. An adolescent's personality grows as a complex mix of religious beliefs, career goals, personal and moral standards of behaviour and sexual identity. Adolescents are idealistic people and generally pursue various issues seriously that are important to them. They broaden their view of the world and become worried about global problems.

A new study (published paper in the October 2017 issue of the *Journal of Personality and Social Psychology*) explored how much personality traits change during adolescence (12—20 years). The study revealed that:

- The trait of agreeableness, which partly reflects how much people want to

- be liked by others, tended to increase over time in both boys and girls.
- Conscientiousness, which reflects how much people tend to complete what they start and to follow rules, increased in girls over time. For boys, there was an initial dip as they entered adolescence and then an increase in as they became young adults, though adolescent and young-adult boys were less conscientious on average than girls.
- Boys showed a slight tendency toward more emotional stability over time, reporting decreased ratings on tendencies such as worrying or getting easily upset. Girls showed an initial dip in emotional stability as they reached adolescence, followed by an increase as they reached young adulthood.

The last question addressed in the study was whether children's relationships with friends and siblings affect their personality. While there was a tendency for children to choose to hang out with other people who have traits similar to their own, changes in friends' traits did not predict changes in a child's traits. That is, the evidence suggests that kids make friends with people who are like them, but that their personalities are not strongly swayed by the personality shifts that unfold in their friends.

Another study conducted by Marguerite R. Hertz and Elizabeth Baker, indicate that certain traits, as inner living, responsiveness to the environment, and the total amount of psychic energy available, show a moderate degree of stability. However significant changes are found to take place from 12 to 15 years and characteristic personality patterns are identified for the groups at these ages. The 12 year old child tends to engage less in inner living and fantasy life, and responds more readily to the world about him. He tends to be livelier, more "labile" than stable, more excitable than controlled, more outward in his emotional behaviour. Extroversive elements dominate the personality. By 16 years of age both boys and girls appear more introversive. The 15 year old adolescent tends to withdraw within himself. He is more creative. General responsiveness to the environment decreases. Fewer infantile patterns show, with less egocentricity and impulsiveness and fewer outbursts. Increase in emotional adaptability and stability. Therefore we may conclude that there are profound changes taking place in the personality of the adolescent, from extroversiveness at 12 toward introversiveness at 15 with an increase in emotional adaptability and stability.

Many conditions and changes in adolescent's life influence their personality

patterns through their influence on self-concept. According to E. B. Hurlock, the most important conditions that influence adolescent's self-concept and personality are the following:

Age of Maturing : Adolescents who mature earlier than peers are treated as near-adults and develop favourable self-concepts that help them to have good adjustments. On the other hand, those who mature late feel misunderstood and victimized and thus they are predisposed to maladjusted behaviour.

Appearance : Difference in appearance makes the adolescent feel positive or negative about oneself. Any physical defect is a source of embarrassment leading to feelings of inferiority. Physical attractiveness by contrast, leads to favourable judgement about personality traits and this aids social acceptance.

Sex-appropriateness : appearance, interests, and behaviour help adolescents to achieve favourable self-concept. On the other hand, sex-inappropriateness makes them feel self conscious and this influences their behaviour and personality unfavourably.

Names and Nicknames : adolescents are sensitive and embarrassed if members of peer group judge their names unfavourably or if they have nicknames that imply ridicule.

Family relationships : An adolescent having a close relationship with a family member identifies himself with that member and tries to develop a similar personality pattern. If the person with whom the adolescent is of same sex, the adolescent finds it easy to develop a sex-appropriate self-concept.

Peers : Peers influence personality patterns in two-ways: first, adolescents' self concepts are reflections of what they think their peers' concepts of them are, and second, peers pressurize adolescents to develop personality patterns approved by the group.

Creativity : Adolescents who have been encouraged to be creative in their play and academic work as children develop feelings of individuality and identity that has favourable effect on their self concepts. On the other hand, adolescents who have been forced to conform to an approved pattern since childhood lack a feeling of identity and individuality.

Level of Aspiration : Adolescents with unrealistically high levels of aspiration often experience failure. This failure leads to feelings of inadequacy and defensive reactions in which they blame others for their failure. Adolescents who are more

realistic about their abilities experience more success leading to greater self-confidence and self-satisfaction that in turn contribute to better self-concepts.

While too much parental control and pressures have negative effects on adolescents' personality development, pressures from peer groups have positive effects on the adolescents' personality development. Parental pressures undermine adolescents' autonomy, while positive pressure from the peer group is more subtle and is not, therefore, seen as a threat. Research studies in this area highlight the importance of the peer group with regard to personality development. There is strong relationship between social isolation among peers and low self-esteem in adolescents, and rejection by same-sex peers and increased depression in their moods. Adolescents with a large social group affiliation are more self-assured and are less depressed. However, though friends and peers play a more prominent role than parents in the personality development of adolescents that does not mean that parents do not have any role to play. The fact that adolescents gradually detach themselves from their parents does not mean that they do not need their parents' emotional support. Parental support is critically important for adolescents in terms of emotional security and their ability to assert their independence during early adolescence. Problematic relationships with parents increase the possibility of a depressed mood during early adolescence. Adolescents with loving and healthy relationships with their parents develop strong self-images and experience fewer problems outside their homes. The quality of the parent-child relationship is an important factor of the adolescent's psychological well-being and personality adjustment. In fact, whether the influence of parents or the role of peers is greater in the development of personality and behaviour cannot be definitively determined. This is due to the complex nature of the underlying relationship between parents and peers. In general, children from families with high cohesion show strong self-image, irrespective of the influence of their peers. But, friends influence the self-image of the child in families with weak cohesion. Sometimes, peer support moderates the effect of low parental support. Adolescents with a secure attachment to peers are better adjusted, even when parental support is not positive. As a matter of fact, both parents and the peer group influence the personality development of the adolescent, but in different ways. The peer group's influence is the strongest during times of relaxation or recreation, while parental influence is the strongest in terms of school and career opportunities. In this regard the role of the mother and

the father is also different and noteworthy. Adolescents generally view the mother as the emotional core of the family because of her receptive and supportive role. Fathers, in contrast, are seen as crisis managers who offer help in problem situations. Adolescents view mother as someone from whom they can get social feedback, while fathers are seen as more judgemental and less socially accessible. Nevertheless, parents are neither the only, nor the most important, role players in an adolescent's life. Peer relationships in this regard are important, that has a different kind of effect on the personality development of adolescents compared to their relationship with their parents.

ADOLESCENCE AND ADJUSTMENT :

Concept of Adjustment :

The dictionary meaning of the word "adjustment" is, to fit, make suitable, adapt, arrange, modify, harmonize or make correspondence. Adjustment between two things means modify one or both of them to correspond to each other. However, adjustment for an individual broadly has at least two dimensions: physical adjustment or adaptation is the process of adjustment with the physical world and psycho-social adjustment or adjustment of the individual with his social and psychological environment. For example, wearing clothes according to the climatic condition or season is an act of physical environment and wearing a particular kind of dress or behaving as per norms of the group or society is an act of psycho-social adjustment. While physical adjustment is comparatively easier task to achieve, psycho-social adjustment is a complex process due to the complex nature of psycho-social environment in which an individual has to live. The individual in order to adjust oneself with the psycho-social environment needs interact and correspond to a complex interplay between a variety of psychological and sociological factors. The struggle between the biogenic as well sociogenic needs of the individual and the complex interplay of a host of external forces is a continuous process that determines the individual's adjustment, behaviour, and personality.

According to the Darwin's (1958) theory of evolution, those species which adapted successfully to the demands of living, survived and multiplied while others who did not, died out. Therefore adaptation or change in oneself according to the external environment is a basic need for survival. However the concept of adjustment is not

as simple as adaptation. Psychologists differ considerably in interpreting the meaning and nature of adjustment.

Carter V Good, in his dictionary of education, held that, "adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the changes in the environment.

According to L.S. Shaffer, "Adjustment is the process by which living organism maintains a balance between his needs and the circumstances that influence the satisfaction of these needs".

Psychologist James Drever defines adjustment as the modification to compensate for or meet special conditions.

According to Gates and Jersild, "Adjustment is a continual process in which a person varies his behaviour to produce a more harmonious relationship between himself and his environment".

Traxler says, "Occasionally in the use of the term adjustment we imply that the most desirable state of adjustment is one in which the individual is perfectly happy and satisfied with all aspects of his life and one in which he has reached the level in all his contacts with his contacts with his environment that he would be glad to see persist thorough his life."

In the words of James Coleman, "Adjustment is the outcome of the individual's attempts to deal with the stress and meet his needs: also his efforts to maintain harmonious relationships with the environment.

In the views of Robert White, "The concept of adjustment implies a constant interaction between the person and his environment, each making demands on the other. Sometimes adjustment is accomplished when the person yields and accepts conditions which are beyond his power to change. Sometimes it is achieved when the environment yields to the person's constructive activities. In most cases adjustment is a compromise between these two extremes and maladjustment is a failure to achieve a satisfactory compromise".

An analysis of the foregoing definitions the above definitions of adjustment reveals the following characteristics of adjustment:

- Adjustment establishes a necessary balance between needs and the capacity and opportunity to meet these needs.
- Adjustment refers to changes in behaviour, feeling, thinking and attitude towards the various demands of the environment.

- Adjustment also refers to the ability and strength to bring necessary changes to the environment one lives in.
- Adjustment can be physiological meeting the biogenic needs as well as psychological meeting the psych-sociogenic needs.
- Adjustment is multidimensional and includes different aspects of activity of an individual.
- Adequate adjustment brings happiness and contentment for the individual.

Thus, adjustment refers to the reactions of the individual to the various demands and pressures of the environment on the life and behaviour of the individual. If the reactions of the individual to the pressures and demands of the environment effective in terms of establishing a balance then the individual achieves adjustment and in case the reactions cannot meet the demands it leads to maladjustment. However, the demands of the environment upon the individual may either be internal, e.g. hunger, oxygen, sex, sleep, rest, or external, e.g. rules, regulations, customs norms etc. The individual's personality takes shape as he makes effort to meet the demands made upon him. Sometimes, a complex interplay of the various internal and external demands makes the process of adjustment difficult for the individual leading to various types of maladaptive behaviour and personality disorders.

Psychologists, try to explain the process of adjustment from two angles: adjustment as an achievement and adjustment as a process. Adjustment as a process is continuous starting at birth of an individual and continuing till his death. In this process, an individual continuously modifies his behaviour or even the environment wherever possible, to achieve adjustment when faced with the different demands of the environment. There is nothing like complete adjustment that can be achieved by an individual once and for all. Adjustment is a recurring attempt of an individual to meet the changing demands of environment placed before him.

Adjustment, as an achievement, refers to the quality or effectiveness with which an individual can meet the demands of the environment and establish balance between his behaviour and the environmental demands. When adjustment is interpreted as an achievement, it is assessed with reference to some abilities or criteria in the individual. *Following are some of such criteria that describe an adequately adjusted individual:*

- A well adjusted individual is free from physical ailments. Physical ailments

sometimes originate from psychological conditions that damage physical well-being and health.

- A well adjusted individual enjoys psychological comfort and free from psychological disorders like anxiety, tension, depression etc. He is emotionally calm and satisfied.
- A well adjusted individual is efficient and can manage his occupational and social activities.
- A well adjusted individual behaves as per the norms laid by his group and hence he is socially acceptable.
- A well adjusted individual has a clear insight into his conduct. He is fully aware about his strengths and weaknesses and hence he is realistic in his level of aspiration.
- The needs of a well adjusted individual are satisfied since his needs and desires are in conformity with the socially approved norms.
- A well adjusted individual has a positive attitude towards oneself and others. He is not critical about others.
- A well adjusted individual has flexibility in his behaviour and hence he can face difficult situations with ease.
- A well adjusted individual is satisfied on the whole with himself and his surroundings.
- A well adjusted person has a balanced philosophy of life that guides attitude and values towards life.

Adjustment Mechanism :

Adjustment mechanisms are some common ways that individuals use to avoid conflict or frustrations. In other words, adjustment mechanisms are habitual methods of overcoming difficulties in the way of satisfying motives and thereby relieving frustrations and maintaining equilibrium or balance of one's behaviour and personality. Adjustment mechanisms are psychological devices by which an individual reduces his tensions or anxiety in order to adjust himself properly with the environment when faced with some difficult or stressful situation. These mechanisms help him to regain his mental balance. These psychological devices help the individual to perceive his environment as he wishes to see rather than as the environment actually is, and thus protect the individual from psychological conflict or damage to his ego. Hence these methods are called mental or defense mechanism.

If these are used within limits they are helpful in dealing with frustration and maintaining psychological balance. However, carried to the extreme, they lead to various types of behaviour disorders. Following are a few of the important adjustment mechanisms:

Denial : Denial is the simplest mechanism to avoid a conflicting situation to retain the mental balance. For example, if a child breaks a window glass while playing will deny his involvement in the act when asked by his parents.

Repression : The concept of repression is central to the Freudian psychoanalytic theory of personality. As a defense mechanism repression refers to the act of pushing down the conflicts, painful memories or desires that cannot be fulfilled due to social or moral standards to the unconscious mind. Though repression is useful as a temporary method of avoiding pain and achieving adjustment, consistent and excessive use of repression may lead psychological disorders.

Rationalization : Rationalization is an act of making excuses. It is an unconscious defense mechanism in which perceived controversial behaviours or feelings are logically justified and explained in a rational or logical manner in order to avoid any true explanation, and are made consciously tolerable – or even admirable and superior – by plausible means. For example, a boy who fails to win the heart of his love girl may find fault with her character.

Projection : Projection is a defense mechanism in which an individual ascribes his failures or unacceptable qualities to other people or object in the environment.

Compensation : Compensation is a mechanism where an individual attempts to cover up or compensate his weakness in one area by exhibiting his strength in another. A student who is weak in academic activities may compensate himself in physical activities or vice versa.

Identification : Identification is the process whereby an unsuccessful person attempts to identify himself with some successful person. To cover one's failures, a student may identify himself with his brother and talk about his success.

Substitution or Displacement : In substitution or displacement, the person redirects his impulses from the real target to a safer but innocent person. A person having a bad day at work may take out his frustration on family members. Similarly,

a player who could not succeed to find a place in the State team may substitute his desire by playing for his district.

Sublimation : Sublimation is a defense mechanism in which attempts are made to make unacceptable impulses acceptable socially by converting these behaviors into a more acceptable form. For example, a person experiencing extreme anger might take up martial art as a means of venting frustration. Freud believed that sublimation was a sign of maturity that allows people to function normally in socially acceptable ways.

Regression : in a stressful situation, a person may regress by returning to the behaviours he used in an earlier, more comfortable time in his life. For example: A child may regress to infantile behaviour if he feels neglected after the birth of a new sibling.

Negativism : Negativism is the act of giving negative response to a demanding situation. This is an attempt to avoid responsibilities by the way of stubborn and rebellious attitude and behaviour.

Sympathism : In this mechanism, the individual tries avoid the necessity to solve his problem by way of invoking others' sympathy about his problems and difficulties.

Withdrawal : Withdrawal is the refusal to face problems and withdrawing to oneself, posing as if no problem has occurred.

Daydreaming or Fantasy : Day-dreaming is a mechanism of wish fulfilling by creating unrealistic or improbable images mentally. Hungry man dreaming of food, unsuccessful man dreaming of success is examples of day-dreaming. Though day-dreaming can make one feel better for a brief period, prolonged and excessive use of this mechanism may lead psychological disorders.

Discussed above are some of the commonly used defense mechanisms by individuals. These mechanisms are used by almost all people to maintain the balance of their behaviour and personality. However, when individuals fails to meet the demands by using these simple mechanisms, or the excessive use these mechanisms may lead to severe psychological problems called adjustment disorders.

Adjustment problem or disorder during Adolescence :

Adolescence is a period of "storm and stress". Adolescents experience major physical and consequent psychological changes due to an increase in certain body chemicals or hormones. It is a time of sexual maturity, pimples, cracked

voices and changing body proportions. Adolescents are usually become self-conscious due to the changes that occur in their body and mind and find this "changed appearance" somewhat distressing or unattractive and try to avoid contact with adults who are critical of them. Adolescents are often influenced by what society considers attractive and many of them, especially girls, begin to diet sometimes to dangerous levels. Their dressing reflects popular fashion or what is considered desirable by their peer group and sometimes it becomes awkward, unsightly and also unsuitable for their size and personality. Boys try to emulate their heroes, engage in drinking or smoking to establish their independence and identity. They also try to develop masculine qualities by attending gym or by means of exercise.

Adolescence is also a time when they begin to explore his identity and independence. Their manners may become awkward, rude, blunt, or bizarre at times. They may avoid being seen with his parents. Consequently, parents often feel that their adolescent son or daughter's attitude is rebellious and defiant. Conflicts between parents and adolescents are common and these conflicts are usually triggered by ordinary or small matters such as tidiness, personal hygiene, quarrelling with siblings and disobeying parents. Parents feel that the adolescent is unreasonable and vice-versa. However, parents should try to assist their adolescent sons and daughters to separate from them and to develop their own identity and positive self-concept. It is not wrong for parents to allow the adolescent reasonable amount of freedom in some harmless matters such as dressing, appearance, or hobbies.

Adolescence is a period when peers and friends influence them the most. It is usual for parents to worry that errant friends will be a bad influence. However, friendships outside the home and with both sexes are a necessary for proper development of personality during adolescence. The ability to develop and sustain friendships enables the process of healthy maturation and independence leading to proper social adjustment. If parents are too critical about their friends, and do not approve their choice of friends, adolescents become defying and resentful. Because adolescents possess a strong sense of loyalty to their groups and become resentful and sensitive to critical comments about their friends or their group. Adolescence often coincides with the beginning of sexual awareness. Adolescents are curious and fearful about sexual matters and their bodily changes give rise to sexual feelings that

are usually confusing yet pleasurable. Hence, though adolescents raise awareness about sexual matters but they also foster a sense of guilt. Their intimacies of friendships are sometimes confused with sexual intimacy leading to psychological and adjustment problems. Their ability to handle heterosexual relationships builds their self-esteem and personality.

An adjustment disorder is a stress-related mental health disorder that can cause an adolescent to become anxious or depressed. This refers to a group of symptoms, such as stress, feeling sad or hopeless, and physical symptoms that can occur after an adolescent go through a stressful life event. The symptoms occur because the adolescent is having a hard time coping. His or her reaction is stronger than expected for the type of event that occurred. The adolescent years are very tough time for many as they are faced with many different changes and new experiences. Adolescents at their age try to establish a close-knit peer group, face puberty, and try to discover who they are. While most adolescents are able to adjust to changes within a few months, those with adjustment disorder continue to feel sad or self-destructive. When these adolescents are unable to adapt to changes in their life, they may become overwhelmed with their daily routines and make reckless decisions that can lead to serious consequences.

An adjustment disorder sometimes called exogenous, reactive, or situational depression and occurs when an individual is unable to adjust to or cope with a particular stress or a major life event. This disorder is sometimes called situational depression since people with this disorder normally have symptoms that depressed people do, such as general loss of interest, feelings of hopelessness and crying. An Adjustment Disorder is a development of significant emotional or behavioural symptoms in response to an identifiable psychosocial stressor or stressors in an adolescent. The disorder may be seen either by marked distress that is in excess of what would normally be expected given the nature of the stressor, or by impairment in social, academic, or occupational functioning. However, unlike major depression the disorder is caused by an outside stressor and generally resolves once the individual is able to adapt to the situation. The condition of adjustment disorder is also different from anxiety disorder, which lacks the presence of a stressor, or post-traumatic stress disorder and acute stress disorder that are usually associated with more intense stressors.

Adjustment disorder may be acute or chronic, depending on whether it lasts more or less than six months. If an adjustment disorder lasts less than 6 months, then it is considered acute. If it lasts more than six months, it is considered chronic. However, by definition of adjustment disorder, the symptoms cannot last longer than six months after the stressor or its consequences, have terminated.

Causes of Adjustment Disorder during adolescence :

Anyone, irrespective of age, gender, race, or ethnicity, can be affected by an adjustment disorder. However, researchers have yet to determine exactly what causes this disorder. It is likely the combination of genetic factors, life experiences, temperament, and changes in the natural chemicals or hormones in the brain that cause adjustment problems. Moreover, for each adolescent different factor may cause an adjustment disorder. Factors that may increase an adolescent's development of adjustment disorder include:

- Being diagnosed with critical illness
- Physical or sexual assault
- Death of a loved one
- Problems in school or changing schools
- Surviving a disaster
- Moving to a new city
- General inability to cope with change
- Exposure to violence
- Family conflict or parental separation
- Other mental health problems

Symptoms of Adjustment Disorder :

The symptoms of adjustment disorder are different from one individual to another. However, all individuals with this disorder experience symptoms within three months of a stressful event and the reaction to that stressor causes significant impairment in social, occupational, or educational functioning. The symptoms of adjustment disorder affect how one feels and thinks about oneself and life. Usually, the symptoms are more severe than would be expected and do not appear to be involved with other disorders. Moreover, the symptoms are not part of normal grieving for the death of a loved one.

Some of the symptoms of adjustment disorder may include :

Behavioral Symptoms :

- Tearfulness
- Engaging in self-destructive behaviours
- Withdrawing from friends and previously-enjoyed activities
- Increasing amounts of time spent alone
- Increased absences from school
- Using drugs or alcohol
- Skipping school
- Fighting
- Acting out

Physical Symptoms :

- Muscle tension
- Aches and pains
- Nausea and vomiting
- Diarrhoea
- Headaches
- Changes in appetite
- Different sleep patterns
- Heart palpitations
- Fatigue, lack of energy

Cognitive Symptoms :

- Inability to focus on particular tasks
- Feeling overwhelmed

Psychosocial Symptoms:

- Depressed mood
- Worrying
- Jitteriness or nervousness
- Fear of separation from important person's in life
- Feeling hopeless
- Mood swings
- Nervousness
- Aggressive outbursts

- Anxiety
- Stress
- Suicidal thoughts

Effects of Adjustment Disorder:

Most adolescents seem to resolve adjustment disorder on their own within six months of the event. However, some adolescents could experience long-lasting effects that have been caused by this disorder. These long-term effects may include :

- Insomnia
- Social isolation and withdrawal
- Marital or family conflicts
- Decreased capacity to work
- Substance abuse
- Alcoholism
- Schizophrenia
- Depression
- Difficulty concentrating
- Behavioural changes
- Mood swings
- Bipolar disorder
- Antisocial personality disorder
- Self-harm
- Suicidal thoughts and behaviours

Besides the ones listed above, adjustment disorder can accompany almost any mental disorder or medical disorder. Some of the most common co-occurring disorders may include :

- Depression
- Obsessive-compulsive disorder
- Bipolar disorder
- Many other medical conditions

Diagnosis of adjustment disorders :

To be diagnosed with adjustment disorder, one must meet all of the following criteria:

Emotional and Personality Development

- symptoms must have developed within three months of the stressor
- symptoms are more severe than would normally be expected in reaction to one's stressor and is causing distress, social impairment, or occupational impairment
- symptoms are not caused or aggravated by another disorder
- symptoms are not part of the normal grieving and sorrow experienced after the death of a loved one.

An adolescent psychiatrist or a qualified mental health professional usually makes the diagnosis of an adjustment disorder in adolescents following a comprehensive psychiatric evaluation and interview with the adolescent and the parents and teachers. A detailed personal history of development, life events, emotions, behaviors, and the identified stressful event is obtained during the interview. Various psychological tests may also be used to confirm the diagnosis.

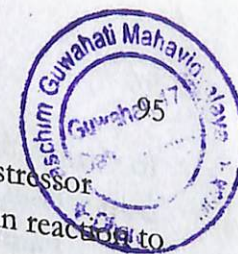
Treatment of Adjustment disorder :

Treatment of adjustment disorder requires constant supervision and intensive therapeutic services. Each teen receives an individualized treatment plan designed around their specific needs. Specific treatment for adjustment disorders is decided by the health care provider based on the adolescent's age, overall health, and medical history; extent of his symptoms; type of the adjustment disorder; the adolescent's tolerance for specific medicines or therapies; as well as the opinion or preference of the adolescent. The treatment may include a combination of medication and therapeutic approaches. Some of the methods generally used may include:

Medication : Certain medications may be used along with therapies to help adolescents who are feeling nervous or depressed, or having trouble sleeping to control their symptoms. Once these symptoms are under control, a teen is better able to engage in the therapeutic process. After a period of time medications may be eliminated as the adolescent is better able to control their emotions and equipped with healthier coping strategies.

Individual therapy : Individual psychotherapy like cognitive-behavioural therapy (CBT) to help the adolescent identify and change responses to life stressors. Cognitive-behavioral approaches are used to improve age-appropriate problem solving skills, communication skills, impulse control, anger management skills, and stress management skills.

Group therapy : Groups therapy that focus on distorted thinking and how



to change those thoughts, the importance of being able to take control of one's own actions, and problem-solving techniques.

Family therapy : Family involvement is very important for creating a lasting change. Family therapy is often focused on making needed changes within the family system, like improving communication skills and family interactions. Family therapy also helps in increasing family support among family members.

Peer group therapy : Peer group therapy is often focused on developing and using social skills and interpersonal skills.

In addition to the above approaches some traditional methods may be used for the treatment of adjustment disorder that includes:

- Music
- Crafts
- Sports
- Travel
- Recreational therapy
- Drama
- Adventurous activities and programmes
- Meditation and Yoga
- Relaxation etc.

* * * * *

Questions for exercise :

1. From which word the English word "emotion" has been derived?
2. Define emotion. What are its characteristics?
3. What do you mean by emotional development?
4. Discuss about the emotional changes during adolescence.

5. Write notes on :

- a. Self-identity and
- b. adolescent stress

6. Why do adolescents experience mood swings?

7. From which word the English word "personality" has been derived?

8. Discuss about the various aspects of personality.

10. What is adjustment?
11. What are the characteristics of an adequately adjusted individual?
12. What is the meaning of adjustment mechanism?
13. What is called defense mechanism? Why are they called so?
14. Discuss about the different defense mechanisms popularly used by people.
15. Write a note on the adjustment problems during adolescence.
16. What are the causes of adjustment problems during adolescence?
17. Mention some symptoms of adjustment disorder.
18. What are the effects of adjustment disorder on the psycho-physical health of the adolescents?
19. Write a note on the diagnosis and treatment of adjustment disorders.

adolescence is a matter of grave concern for all. The following table shows the trend of increasing delinquency in India from 2004 to 2014.

Table: 5.1 Incidences and Rate of Juveniles In Conflict With the Law under IPC during 2004-2014

year	Incidence of		Percentage Of Cases of Juveniles in conflict with the law to Total Cognizable Crimes	Rate of Crime Under Cases of Juveniles in Conflict With Law
	Cases of Juveniles in conflict with the law	Total Cognizable Crimes		
2004	19229	1832015	1.0	1.8
2005	18939	1822602	1.0	1.7
2006	21088	1878293	1.1	1.9
2007	22865	1989673	1.1	2.0
2008	24535	2093579	1.2	2.1
2009	23926	2121545	1.1	2.0
2010	22740	2224831	1.0	1.9
2011	25125	2325575	1.1	2.1
2012	27936	2387188	1.2	2.3
2013	31725	2647722	1.2	2.6
2014	35526	2851563	1.2	2.7

Source: National Crime Records Bureau, Ministry of Home Affairs, GOI

Meaning and definitions of Juvenile delinquency :

Juvenile delinquency in general refers to the participation in illegal behaviour by minors or juveniles, or individuals younger than the statutory age of majority. The statutory age, however, is not fixed or uniform across nations and societies. A juvenile delinquent in the India is a person who is typically under the age of 18 and commits an act that otherwise would have been charged as a crime if they were an adult. It may be mentioned here that juvenile delinquency in India till 2000 was defined as per the Juvenile justice Act, 1986 and male below the age of 16 years and female below the age of 18 years were considered as Juveniles under this Act. The Act was amended in 2000 and accordingly, the age of juvenile male and females was brought at par as below the age of 18 years.

CHAPTER V

DELINQUENCY AND DRUG ADDICTION

Contemporary and revolutionary changes in the social, cultural, economic, and political situations all over the world have challenged the traditional patterns guiding the relationships and transitions between family, school and work for many of the adolescents across the world today. Strong social bonding and relations that ensured a smooth process of socialization for children and adolescence are breaking up. Consumerism and globalization of culture alongside economy has resulted in substantial changes in the lifestyle of people bringing gross changes in their attitude, behaviour and values, at the same time, making them varied and unpredictable. Economic reforms resulting changes in the labour and job market, extension in the period of dependency of children and adolescents on their families, and limited opportunities to become an independent adult are all changes influencing life relationships of adolescents with their family and friends, educational opportunities and choices, economic participation, leisure activities and lifestyles. This situation is common to almost all the countries and societies of the contemporary world. In developing countries new and diverse pressures are being mounted on children and adolescents undergoing the transition from childhood to adulthood in the forms of rapid population growth, unavailability of housing and support services, poverty, unemployment, the decline in the authority of local communities, overcrowding in poor urban areas, disintegration of the family, and ineffective educational systems. Adolescents, nowadays, are subject to different types of individual risks and at the same time they are also being presented with new individual opportunities—some beneficial and some potentially harmful. Quite often, advantage is being taken of illegal opportunities as adolescents commit various offences, become addicted to drugs, and use violence against their peers and others.

The increasing trend of delinquency and crime among children and

However, defining juvenile delinquency has been a difficult task and with no unanimous definition of the term among experts and researchers in the field. In fact, delinquency is an umbrella term referring to a wide variety of socially unacceptable behaviour that differs with time, place, cultural variances, and socio-economic and political conditions of different countries and societies.

Juvenile delinquency has often been defined from a legal perspective as a person between specific ages who indulges in an anti-social act. These acts of delinquency may include theft, gambling, cheating, pick-pocketing, murder, robbery, dacoity, destruction of property, sexual offences including rape, violence and assault, intoxication, vagrancy, kidnapping, etc. however, the legal age at which an individual committing such offences is considered a delinquent and not a criminal, differs in different countries. In India, if a minor between the ages of seven to eighteen commits an act that violates the provisions of law, he or she is termed as delinquent and not a criminal. On the other hand, a person of age 21 or above, if commits an act that violates the provisions of law, he or she is termed as a criminal. Psychologists, on the other hand, do not mainly refer to the legal framework of defining delinquency to give their definitions of juvenile delinquency. Psychologists give more importance on the causes of delinquency in defining it. Accordingly, psychological definition of delinquency includes any child of either sex who commits a crime as a delinquent irrespective of the fact whether he or she has been apprehended by the law or not. Thus, psychological definition of delinquency is more comprehensive than the legal definition.

According to Bandura and Walters, delinquency is the manifestation of frustrated needs of the child which ultimately lead to aggression.

Cyril Burt defines delinquency in the following words, "A child is to be regarded as technically delinquent when his anti-social tendencies appear so grave that he becomes or ought to become the subject of official action."

In the words of Richard A. Cloward, "The delinquent act... is behaviour that violates norms of the society, and when officially known, it evokes a judgment by agents of criminal justice that such norms have been violated."

According to Travis Hirschi, "Delinquency is defined by acts, the detection of which is thought to result in punishment of the person committing them by agents of the larger society."

Herbert Quay holds that, "The delinquent then would be a person whose

misbehavior is relatively serious legal offence, which is inappropriate to his level of development, is not committed as a result of extremely low intellect...and is alien to the culture in which he has been reared."

According to psychologist Newmeyer, "A delinquent is a person under age who is guilty of antisocial act and whose misconduct is an infraction of law."

Different approaches have been by psychologists, sociologists or criminologists used to define and explain delinquent behaviour. Criminologists define juvenile delinquency as all public wrongs committed by young people between the specific ages defined by law of a particular society. Sociologists on the other hand view the concept more broadly, believing that it covers a multitude of different violations of legal and social norms, from minor offences to serious crimes, committed by juveniles. The umbrella of juvenile delinquency includes status offences, or the offences that are closely connected with the age status of an offender; a particular action or behaviour is considered a violation of the law only if it is committed by a juvenile (examples include truancy and running away). In order to explain the theoretical bases of delinquency, sociologists try to explain the behaviour of adolescents with the home, family, neighbourhood, peers and many other variables that together or separately influence the formation of adolescent's social environment.

However, antisocial behaviour may be a normal part of growing up or the beginning of a long-term pattern of criminal activity. The United Nations Guidelines for the Prevention of Juvenile Delinquency (the Riyadh Guidelines) assert that "youthful behaviour or conduct that does not conform to overall social norms and values is often part of the maturation and growth process and tends to disappear spontaneously in most individuals with the transition to adulthood." Thus, a great majority of adolescents commit some kind of minor offence at some point during their adolescence without this turning into a criminal career in the longterm. While delinquency is a common characteristic of the period and process of becoming an adult, it is very important to note that juveniles often create stable criminal groups and start to engage in the activities of adult criminal groups, and ultimately choose delinquent career.

According to developmental researcher Moffitt (2006), there are two different types of offenders that emerge in adolescence. One is the repeat offender, referred to as the life-course-persistent offender, who begins offending

or showing antisocial or aggressive behaviour in adolescence and continues into adulthood; and the age specific offender, referred to as the adolescence-limited offender, for whom juvenile offending or delinquency begins and ends during their period of adolescence. The adolescence-limited offenders usually drop their criminal activities once they enter adulthood and show less pathology. The life-course-persistent offenders continue to show mental health problems including substance abuse, and finance problems, both in adolescence and adulthood, than those who were never delinquent.

Nature and Characteristics of juvenile delinquents :

Sheldon Glueck a Polish-American criminologist and his wife Eleanor Glueck conducted extensive research on and developed the "Social Prediction Tables" model for predicting the likelihood of delinquent behaviour in youth. According to them, following are the common characteristics delinquents :

- **Physical characteristics** : They are mesomorphic in constitution or body build, muscular and bold.
- **Temperament** : Restlessly energetic, impulsive, extraverted, aggressive and destructive.
- **Attitude** : Hostile, defiant, resentful, suspicious, unconventional and non-submissive to authority.
- **Psychological** : Tending to direct and concrete, rather than symbolic intellectual expression and less methodical in their approach to the problems.
- **Social cultural** : lack of affection, stability, moral standard of parents usually unfit to be effective guide for them.

Besides the above characteristics the *nature of delinquency* can be understood by studying the following characteristics drawn from the data compiled by National Crime Records Bureau and from studies that have been conducted by different Indian researchers :

- The delinquency rates are higher for boys than girls,
- The delinquency rates tend to be highest during early adolescence, i.e. 12-16 years age group.
- Juvenile delinquency is more an urban than a rural phenomenon. The metropolitan cities produce more juvenile delinquents than small cities and towns.
- Children living with parents and guardians are found to be more involved

in the juvenile crimes. This indicates a strong role of family environment in juvenile delinquency.

- Low education background is the prime attribute of delinquency. Most delinquents in India come from illiterate and less educated families.
- Poor economic background is another important characteristic of juvenile delinquency in India.
- Nine out of 10 juvenile delinquents are first-offenders and only one-tenth is recidivists or past-offenders.
- Not many delinquencies are committed in groups.
- Though some delinquencies are committed in groups yet the number of juvenile gangs having support of organised adult criminals is not large in our country.

Types of Juvenile delinquency :

Delinquent behaviour generally has been categorized under three categories by experts: first: delinquency or crimes committed by minors who are dealt with by the juvenile justice courts; criminal behaviour, crimes dealt with by the criminal justice system; and status offenses, offenses that are only classified as such because one is a minor. However, it is very difficult to list the types of juvenile delinquency because the concept of delinquency depends on socio-cultural and legal explanations that differ from country to country and from society to society. This is why a universally acceptable list of delinquent acts can be made. Following are the common types of delinquency :

- **Theft or Acquisitive tendencies** : This is the most common act of delinquency. It generally starts from home and generalizes to other situations like school and neighbourhood if not detected and dealt with properly. These acts may include cheating, pick-pocketing, robbery, dacoity etc.
- **Forgery or counterfeit** : Forgery is another important type of delinquent act. Adolescents may forge the signatures of their parents or teachers, forge mark-sheet or grade cards to improve their grades.
- **Aggression** : Aggression or violent behaviour is another type of delinquency among adolescents. Aggression towards animate or inanimate objects gives the adolescents mental relief. Aggression may take the form of a physical attack or it can be mental cruelty. Moreover aggression can be *extra-punitive*, attacking the object causing frustration or *intra-punitive* or harming oneself.

Aggression generally includes behaviours like:

- Causing damage to school, home or public property,
- Bullying and mockery,
- Torturing dumb animals,
- Committing suicide.
- **Sexual offences:** Sexual offences are other major types of delinquency among adolescents. Sexual acts of delinquency may be of different types.
 - Indulging in homo-sexuality,
 - Indulging in hetero-sexual acts,
 - Obscene drawings and writings,
 - Prostitution,
 - Watching pornography,
 - Making sexually offensive pictures and videos and spreading them,
 - Abduction and rape,
 - Exhibitionism,
 - Making sexual suggestions, etc
- **Escape tendency:** It refers to the inability of the adolescent to face realities and escape. It includes:
 - Truancy from school,
 - Running from home, etc
- **Substance abuse:** This refers to the acts of smoking, drinking, or using other substance such as drugs.
- **Murder**
- **Gambling etc**

Causes of juvenile delinquency :

Different theories of juvenile delinquency and various researchers have held different factors responsible for delinquency. In fact, juvenile delinquency is the result of multiple-causation. Some of the most common causes of juvenile delinquency are as follows:

BIOLOGICAL CAUSES :

Explanations of delinquency based on biological factors are among the earliest and the most recent theories in criminology. The underlying assumption is that if the biological makeup of the individual can control physical capabilities,

these characteristics could also contribute to the type of behaviour exhibited by the person. Early biological theorists argued that offenders could be identified by their physical features. Cesare Lombroso, who is considered the father of modern criminology, in one of his study noted that more than 40 percent of the criminals had five or more atavistic traits (ape-like, qualities that reflected the physical features of the apes from whom man was a descendant). In his view these individuals were not as physically or mentally advanced as the rest of society. These "born criminals" were a direct result of the lack of evolutionary progression found in the person. However, Lombroso's work led to a great deal of controversy because of his failure to include a control group of non-criminals in his study.

Despite the criticisms of Lombroso and his contemporaries, the relation between physical appearance and deviance has appeared in twentieth-century research as **somatotypes**, or body types. Sheldon identified three basic somatotypes and related temperaments. Based on his observations of delinquents, Sheldon (1949) found that mesomorphic characteristics were most prevalent and ectomorphic features were the least common. He concluded that mesomorphic individuals were more likely to commit delinquent acts than were other youths.

Many psychologists like Eysenck and Gudjonsson say that though criminality is not entirely inherited, traits such as low self-control, sensation-seeking, and temperament are inherited, which lead to criminality.

Several studies of twins claim to find a genetic component to behaviour. Various adoption studies also provide support to biological factors of criminality. For example, Schulsinger (1972) finds that psychopathic subjects have more psychopathic biological relatives than do non-psychopaths.

However, in an attempt to clarify the varied findings from twin and adoption studies, Walters (1992) undertook a meta-analysis and found that there is a "low-moderate" correlation between heredity and crime.

Other studies also investigated genetic influences on behaviour. For example, the investigation of alcohol's impact on criminal activity. The fact that there is a clear relationship between alcohol abuse and genetics, (Bohman, 1996) coupled with the link between substance abuse and crime, points to a genetic link to deviant and antisocial behaviour. Another example deals with **attention deficit hyperactivity disorder** (ADHD).

Children suffering from this disorder are persistently disruptive, acts impulsively, are easily frustrated, experience wide mood swings, and act inappropriately. Various studies demonstrate that there is a strong genetic basis for ADHD. Viewed from this angle, it can be argued that there is a genetic contribution to the behaviour.

However, it must be remembered that theorists have failed to provide strong support for their genetic arguments till date. But at the same time it cannot be said that genetics hold no influence on behaviour. Genetic research is still in its infancy, and future advances may reveal contributors to a wide range of behaviours.

The recent trend in seeking biological explanations of behaviour involves what is known as biosocial approaches. **Bio sociology**, or socio-biology, refers to the idea that the biological makeup of the organism and the surrounding environment are intimately related. The environment plays a part in shaping the organism, and the organism, through its daily activity and interpretation of the world, shapes the environment. In terms of deviant behaviour, the old belief that deviance is a direct result of a biological condition is no longer tenable. Instead, bio-sociology sees deviance occurring when specific biological conditions coincide with appropriate sociological or environmental factors. For example, an individual with a congenital hormonal defect may be overly aggressive in situations that force him or her into a choice between fight and flight. This individual, however, does not seek out such situations or become aggressive without the external stimulus. The more modern biological explanations of behaviour, therefore, accommodate both biological and sociological factors.

The production and secretion of various hormones control many of the basic bodily functions, including growth, reproduction, and functioning of the central nervous system. Androgen, the male sex hormone present in testosterone, has been found to be related to aggressive behaviour. Moreover, studies also have found a relation between higher testosterone levels and aggression and more serious offending.

Based on various new technologies such as MRI, EEG, PET scan etc., Raine et al. conclude that there is clear evidence relating brain functioning, especially frontal and temporal lobe problems, to deviant behaviour.

Similarly, different **neurotransmitters** (chemicals involved in the transmission of electrical impulses through the nervous system) are capable of altering an

individual's behaviour. Among the neurotransmitters, Serotonin is an inhibitor of behaviour, particularly aggressive and impulsive behaviours. Low levels of serotonin have been found to be related to aggression. Similarly, higher dopamine levels result in greater action and pleasure-seeking behaviours.

Adolescents frequently face hardship in life due to some biological or physical problem that they are suffering from. A physical handicap will go through many problems in life as our society does not accept a person who does not have similar capacities and abilities that a normal person has. Our society is often not much sympathetic towards a handicap and this unequal and unjust attitude of the society develops negative feelings in the person. The negative feelings make the person commit crime even if he comes from a good family. Adolescents suffering from some biological or physical problem usually hold a negative attitude and want to punish or take revenge from society, friends, and family or peer group.

PSYCHOLOGICAL CAUSES :

Psychological explanations of delinquency include a variety of factors. However, the early basis for psychological theories was biological or physical factors. In fact, psychiatry, which is a part of the general psychological field, tries to find physiological bases for abnormal behaviour.

However, all psychological explanations do not look for a physical explanation of delinquency. Rather, psychological approaches view problems as arising out of early life experiences. Deviance is seen as a result of problems and flaws that were not recognized and corrected during the adolescent years.

As per psychological explanations many individuals may display delinquent behaviour due to factors such as incomplete socialization or poor personality development. According to the psychoanalytic psychology of Sigmund Freud, unconscious factors account for much of the behaviour of individuals. Particularly, deviance is the result of unconscious desires and drives.

Psychoanalysis views delinquent behaviour as a result of the unconscious conflict between the id and the superego.

Developmental psychologists try to relate the causes of delinquency with interrupted or incomplete development. Each individual develops through a number of stages. Each stage provides an integral part of the knowledge and understanding that a person needs to operate in society. The failure of an individual

to complete any one of these stages or steps successfully may lead to some form of socially unacceptable behaviour.

According to Kohlberg deviant behaviour is the result of interrupted or incomplete moral development of the individual.

Bandura and Walters tried to explain deviant behaviour in terms of learning. Children learn behaviour by copying others (which they called modelling). If the child continuously sees deviance, either real or fictional, the child may begin to copy that behaviour. The child may not know whether it is right or wrong. He or she only knows that this is how people act. Moreover, according to Bandura and Walters, if a child observes an act of aggression by another person or a fictional character is more likely to copy that act if the aggressive person is rewarded or not punished. In this example, the process of learning (behaviour) through operant conditioning can be seen to take place.

Various psychologists have theorized that delinquents display certain personality characteristics that can be used to explain deviant and criminal behaviour. The DSM-IV, developed by the American Psychiatric Association for classifying personality disorders, includes the classification of "antisocial personality disorder," which refers to individuals who show a continuing pattern of behaviour harmful to others.

In their attempt to distinguish delinquents from non-delinquents using personality factors, Sheldon Glueck and Eleanor Glueck claimed that delinquents are more extroverted, vivacious, impulsive, less self-controlled, more hostile, resentful, defiant, suspicious, destructive, and are less fearful of failure or defeat than the non-delinquents. They are less concerned about meeting conventional expectations and are more ambivalent toward or far less submissive to authority.

Many psychologists have attempted to show that delinquency and deviance are related to low intelligence. They argue that IQ is related to crime because most offenders tend to be less educated and display below-average scores on academic achievement tests. Psychologists like Wilson and Herrnstein and Murray argued that IQ is an indirect cause of delinquency. Because, low IQ leads to poor school performance, which prompts a lack of concern for education, a rebellious attitude toward the school and societal demands, and, eventually, a heightened chance of deviant behaviour.

Psychological and mental disabilities are also important causes of juvenile

delinquency. Mentally ill adolescents can commit any crime without realizing the consequences of it. Moreover, emotional instability resulting from lack of love and affection, emotional insecurity, strict discipline, feelings of inferiority or inadequacy may also lead one to delinquent tendencies to compensate for his emotional feelings.

SOCIAL OR SOCIOLOGICAL CAUSES :

Defective family :

Family is the most important socialization agency for the children. Children learn basic values and concepts about good and bad from their family. Families teach children about the values and the norms set by the society. It is called that family can make or break the personality of children. Parents and siblings play very important role in the developing personality of children in families. It has been generally seen that most of the adolescents showing delinquent behaviour in any form belong to families that were defective in terms of giving a healthy foundation to the personality of children. Broken homes, single parent families, separated families, frequent parents fight, lack of trust and confidence among the parents, criminal parents or psychological problems in parents can be the most important factors leading to juvenile delinquency. Sibling rivalry can also be a factor of delinquency during adolescence. The behaviour of parents or elder siblings affects the moral values and behaviour of the younger ones and shapes their behaviour accordingly. Adolescents easily get motivated to delinquent behaviour if parents or elder siblings present such model before them.

Poverty or Economic problems in family also give rise to juvenile delinquency. Children whose legitimate needs are not satisfied by parents suffer from feelings of deprivation and insecurity. Poor economical status of family may tempt adolescents to get involved in criminal activities to better their economic conditions. Moreover, the socio-economic conditions of the neighbourhood of the poor families may also cause delinquent tendencies among adolescents.

Psychological problems in parents or siblings can also lead to juvenile delinquency. Mental illnesses or other psychological problems like depression, frustration, aggression or hyper behaviour showed by the parents can make the child feel deprived and inferior among friends. Sometimes children adopt depression and anger from parents or elder siblings.

Another important area where family influences the behaviour of children is ethical or moral principles. During the recent time there has been a moral crisis in our society. Children pick up their moral values from their parents. Thus, if the moral or ethical principles of the parents are not high or healthy children may develop similar moral principles that cannot prevent them from different acts of delinquency.

Parenting style also has its impact on child behaviour and delinquency. Over protection or rejection are both harms children's psychological health leading them to psychological insecurity and consequently to delinquency. Too strict or too lenient styles of discipline also results in children picking up delinquent tendencies.

Besides, the general attitude of parents towards children, lack of affection, partiality in treating children, un-vocalized tension, lack of proper recreation, crowded home, company of uneducated domestic helpers, disability of parents all can lead to delinquent behaviour in children and adolescents. Children and adolescents' learn what they see in their family. Hence family is one of the most important factors influencing the behaviour of children.

School conditions :

After family, the second important factor leading to particular type of behaviour among children and adolescence is the influence of school. Children spend a considerably long time in schools and it is where they are influenced by the greater social environment outside their homes. They form their peer and friends group; learn to interact with members of the opposite sex other than their mothers and sisters; learn to interact with children of various age groups; as well as with their teachers. The overall environment in school including curricular and co-curricular activities in general the behaviour of the teachers in particular affects the personality of the children. Hence, if these conditions are not healthy then children and adolescents may develop delinquent tendencies. The location of the school, lack of discipline, partiality in treating children, lack of adequate facilities for co-curricular activities and library, prevalence of caste or class system, lack of proper guidance, defective curriculum and examination system etc factors may lead to delinquent behaviour in children and adolescent students.

Influence of Peer group :

Peer group is a very strong force that can cause delinquent behaviour in the

adolescent. Attempts to accomplish recognition by peer group, which is very important for the adolescents, make them commit acts of delinquency. On the other hand, rejection by peer group can also trigger delinquent tendency in adolescents. Adolescents easily become part of a gang or clique they think appropriate and commit acts of delinquency to accomplish group recognition. Failure to achieve recognition by their group or peer group rejection may lead adolescents to commit crimes.

Migration can be another cause leading to delinquency. Because immigrants often exist in the margins of society and the economy and have little chance of success in the framework of the existing legal order, they often seek comfort in their own environment and culture. Differences in norms and values and the varying degrees of acceptability of some acts in different ethnic subcultures result in cultural conflicts, which are one of the main sources of criminal behaviour.

Urbanization is another economic factor leading to delinquency. People in the modern times are migrating to urban areas from villages in search of work and employment. This has led to overcrowded cities and towns without proper civic amenities. Slums are the outgrowth of unplanned urbanization that in turn gives birth to delinquency. Moreover, differences in the modes in social control and social cohesion in rural and urban societies are also responsible for crime and delinquency. Rural societies rely mainly on family and community control as a means of dealing with antisocial behaviour and exhibit markedly lower crime rates. Urban industrialized societies tend to resort to formal legal and judicial measures, an impersonal approach that appears to be linked to higher crime rates. Moreover, the urban environment foster the development of new forms of social behaviour deriving mainly from the weakening of primary social relations and control, increasing reliance on the media at the expense of informal communication, and the tendency towards anonymity. All these features aid the development and fostering criminal tendencies in individuals.

Television and movies glorify and popularize "heroes" who promotes justice through the physical elimination of enemies. Researchers have concluded that young people who watch violence tend to behave more aggressively or violently. Television nowadays portray ordinary daily violence committed by people from all walks of life that damage the psychological health of children badly and they become insensitive to the acts of violence and other evil practices in society.

Over the time, television is causing a shift in the system of human values and indirectly leading children to view violence as a desirable and even courageous way of establishing justice.

In modern society racial differences are also a very strong reason behind juvenile delinquency. Racial differences can cause several big crimes by the adolescents as adolescents become aggressive and they want to take revenge from the society for the unequal treatment that the society shows to them. Other social problems that may lead to juvenile delinquency are, social disorganization, war and post war trauma and other conditions, displacement, gender discrimination, age discrimination, racial discrimination, corruption, injustice, extremism, ethnic or racial conflicts, child labour and violation of human rights or violation of animal rights etc. such, social problems cause stress and tension in adolescence leading to stress involvement in violence and other acts of delinquency.

In conclusion, it is important to note that the causes of juvenile delinquency are many and varied. Biological, psychological, social or economic conditions may intermingle in complex ways to cause delinquency in an individual. In fact, delinquency and crime are attempts of individuals to adjust themselves with their environment. Individuals who are healthy use socially acceptable means of adjusting with the demands and pressures of the environment, while individuals with criminal or delinquent tendencies use crime and delinquent acts to establish adjustment.

Role of school, family and society in preventing delinquency

School

The role of the school should be considered as central to a well-planned community programme, not as supplementary and incidental. The role of school in preventing delinquency may be outlined as under:

- The school can contribute much to the prevention and control of juvenile delinquency by providing healthy social environment and desirable experiences for children in its program.
- Detecting delinquent tendencies in children at an early age, and referring such children to agencies that can give them the special help they need,
- Schools should make sure that it accepts all children who enter its doors wholeheartedly; particularly it should provide a secure environment for

those children who may have been rejected by their parents, their friends, or their communities

- Schools must understand the wide range of individual differences among student and provide all children particularly those with mental, physical, or social handicap with work that will help them to experience a sense of success and satisfaction out of the school program.
- The school should Make continuous study of every child, and adjust itself to the needs of the problem children
- School should provide a feeling of belonging and a sense of security to each child. Children must feel in school that regardless of what happens they will be accepted.
- Some delinquent children are delinquent in part because of their school experience resulted almost entirely in failure. Therefore, the school must provide the kind of opportunity that will enable these children to enjoy success.
- Children want to grow up and want to do things that older people do. School should provide for opportunities to children to make significant contributions to various activities in school.
- School should provide opportunities to participate in creative activities like, music, drama, sports, arts etc. that help students to sublimate their impulsive tendencies besides helping them to develop healthy personality. Recreational activities can play important role in the juvenile delinquency prevention program.
- Teachers should be adequately trained including the knowledge of educational and developmental psychology so that they can do justice to their job of guiding pupils through the various challenges they meet in life.
- School authority and administrators have a very important role to play in this regard. They can do this by making a better selection of teachers, by helping them to know and understand their pupil, by obtaining and using special services to aid the teacher in understanding and adjusting children with every problem, by building curricula and revising them so that they will meet the need of all pupils, and by setting up and maintaining an effective liaison with other agencies in the community.
- No single standard for measuring success should be fixed. Because, no such

single measure can adequately examine the wide range of children's abilities. Sometimes a delinquent child may be possessing special interests and talents that are not covered by the regular school program.

- Children should be helped to see the relationship between what is being taught in the classroom and the activities outside the school.
- Schools should avoid harsh disciplinary measures, particularly corporal punishment.
- Schools should not discriminate between different communities which may encourage delinquency. Acceptance and understanding must be a part of the philosophy of all the teachers and the school administrator. The teacher who is accepting, impartial and who can objectively evaluate her students can create a wholesome environment of security essential to the development of positive attitudes, particularly for the pupils coming from a sordid home background, an overprotective parent, or lack of emotional security.
- Teachers should be interested in observing her children, not only in the classroom, but also on the playground, at home, and in the community. She should be concerned when a child fails to participate or is isolated or rejected by his mates. She should be flexible in her classroom planning and should make an honest attempt to include some experiences in which every child can participate successfully and should not base the evaluation only on academic achievement.
- Schools should provide for a comprehensive program of guidance including educational, vocational and personal guidance and make sure that all students may reap benefit from the program. The school guidance service may not solve all problems but they can assist in their solution. Schools guidance program should serve as resource and referral for the provision of medical, counselling and other services to young persons, particularly those with special needs and suffering from abuse, neglect, victimization and exploitation.

In addition to the above schools should teach basic values and develop respect for the child's own cultural identity and patterns, for the social values of the country in which the child is living, for civilizations different from the child's own and for human rights and fundamental freedoms. Students should be encouraged to understand and respect diverse views and opinions, as well as cultural and other

differences. Special attention should be given to for the prevention of alcohol, drug and other substance abuse by students. Information on the use and abuse of drugs, including alcohol, should be made available to the student body.

Role of family :

Family is the first and most important social institution to which every child is born. The impact of family environment and culture remains influential throughout the life of an individual. Hence, family can play very important role in preventing delinquency among children. Some of the roles of family in this regard may be outlined as under :

- A healthy environment of love, affection and emotional security can keep the children tied to strong bonds which discourage them to engage in any anti-social or negative activity.
- Parents should try to understand the developmental needs and characteristics of their children.
- Parents should try to satisfy the legitimate needs of children and they should be impartial and democratic in their dealings with children.
- Children should neither be rejected nor overprotected by the parents. Rejection leads to feeling of deprivation and emotional insecurity which may ultimately lead them towards delinquent behaviour. Similarly, overprotection of children may deprive them of skills required for healthy adjustment.
- There should be healthy environment of love and affection among all the members of family.
- Children should not be compared with others and they should not be criticized harshly for petty mistakes.
- Parents should spend quality time with their children. Because, sometimes adolescents are involved in delinquent acts only to gain attention which they failed to get their parents.
- Children and adolescents are in continuous need of parents' guidance and supervision. Parents should carefully observe their children and if they see signs of stress and trouble, they should help. Children are first socialized at home and learn values, beliefs, and behaviours from parents and other family members. Any crack in family structure can have negative impact on a child's life. A broken family or a family of a single parent cannot provide the same

degree of control, discipline, and support as two. Hence, a broken home can be a strong factor of a delinquent behaviour.

- Children should be encouraged to achieve success but parents should not be over anxious about children's future. Children should be taught that humane values are more important than material success.
- Building self-confidence and positive attitude towards life is the important responsibility of the family members.

Role of society :

Any society can play very crucial role in the prevention of juvenile delinquency. All parents, teachers, community members, NGOs and Govt. agencies must join hands to create an environment where children and youth can enjoy safety, security and fulfil various needs and develop individually as well as collectively. Such a society can truly prosper in all aspects and prevent delinquency and crimes. Following measures may be helpful in this regard :

- Wide range of community-based support programmes for young persons, including community development centres, recreational facilities and services to respond to the special problems of children who are at social risk should be organized.
- Services and helping measures should be provided to deal with the difficulties experienced by adolescents. Such services should include special programmes for young drug abusers which emphasize care, counselling, assistance and therapy-oriented interventions.
- Government agencies should take special responsibility and provide necessary services for street children, destitute, beggars, child labourers and other such children. NGO's providing services for such children and adolescents should be given financial and other support by Governments and other institutions.
- Wide range of recreational facilities and services should be established and made easily accessible to the adolescent boys and girls.
- Research studies in this field suggest that youth violence is one important cause of juvenile delinquency. Children and Teens who experience violence at home, in school, or in any other place are more likely to commit a crime to take revenge or escape trouble. Therefore members of the

- society should try to address, confront and counter youth violence.
- A general atmosphere of love, respect, understanding, toleration, harmony and brotherhood should be created by all concerned. Sectarian politics by leaders should be avoided.
- Social justice should be established and a sense of social security and safety must prevail in the society.
- Adolescents in a society should be appreciated for what there are, their differences celebrated, and their uniqueness must be accepted. All members of society should refrain from being judgmental as it can never lead to anything good.
- Society can prevent juvenile delinquency by organizing various community activities and programme and get in touch with the person in need of help besides involving them in social welfare activities.
- The newspapers, magazines, radio, television, cinema etc. should report the acts of juvenile delinquency with sincere perspective and must present real news about the various offences/wrong done by the juveniles and also analyse the effects of their wrong doing and their true causes. Juveniles should be protected against false and misleading news.
- There should be ample opportunities for educational and career advancement and guidance besides employment guarantee to all youth.

DRUG ADDICTION AND ITS PREVENTION:

What is drug addiction?

Addiction is a chronic and complex neurobiological disease characterized by drug seeking and use that is compulsive, or difficult to control, despite harmful consequences. Addiction to drug is usually chronic, progressive, and if left untreated, it can be fatal. The initial decision to take drugs is voluntary for most people, but repeated drug use can lead to brain changes that challenge an addicted person's self-control and interfere with their ability to resist intense urges to take drugs. These brain changes can be persistent, which is why drug addiction is considered a "relapsing" disease—people in recovery from drug use disorders are at increased risk for returning to drug use even after years of not taking the drug.

It's common for a person to relapse, but relapse doesn't mean that treatment doesn't work. As with other chronic health conditions, treatment should be ongoing

and should be adjusted based on how the patient responds. Treatment plans need to be reviewed often and modified to fit the patient's changing needs.

SUBSTANCE USE IN INDIA IN 2018 (10-75 YEARS)				
Substances	Prevalence of current use (in %)	Estimated number of users (in lakhs)	Prevalence of Quantum of Work (in %)	Estimated numbers (in lakhs)
Cannabis: Any form	2.83	310	0.66	72
Cannabis: bhang	2.02	221	0.36	40
Cannabis: Ganja / Charas	1.21	133	0.45	50
Opioid: Any form	2.06	226	0.55	60
Opioids: Opium	0.52	57	0.10	11
Opioids: Heroin	1.14	125	0.57	63
Opioids: Pharmaceutical	0.96	105	0.23	25
Sedatives	1.08	119	0.11	11
Cocaine	0.10	11	0.02	3.2
Amphetamine type stimulants	0.18	19	0.02	7
Inhalants	0.70	77	0.21	22
Hallucinogens	0.12	13	0.03	3.4

Source: Ministry of Social Justice and Empowerment, GOI

What happens to the brain when a person takes drugs?

Most drugs affect the brain's "reward circuit," causing euphoria as well as flooding it with the chemical messenger dopamine. A properly functioning reward system motivates a person to repeat behaviours needed to thrive, such as eating and spending time with loved ones. Surges of dopamine in the reward circuit of the brain cause the reinforcement of pleasurable but unhealthy behaviours like taking drugs, leading people to repeat the behaviour again and again.

As a person continues to use drugs, the brain adapts by reducing the ability of cells in the reward circuit to respond to it. This reduces the *high* that the person feels compared to the *high* they felt when first taking the drug—an effect known as *tolerance*. They might take more of the drug to try and achieve the same high. These brain adaptations often lead to the person becoming less and less able to derive pleasure from other things they once enjoyed, like food, social activities or even sex.

Long-term use also causes changes in other brain chemical systems and circuits as well, affecting functions that include:

- learning
- judgment
- decision-making
- stress
- memory
- behaviour

Despite being aware of these harmful outcomes, many people who use drugs continue to take them which is the nature of addiction.

Commonly Used Illegal Drugs

Drugs are classified in a number of ways. Many are potentially addictive and harmful. Examples of illegal drugs include:

- Heroin
- Cocaine
- Methamphetamine
- Bath Salts
- Methadone
- Ecstasy
- Marijuana
- LSD
- Mushrooms
- PCP

Commonly Used Prescription Drugs :

Prescription drugs which can be obtained legally are also used by all age groups for non-medical reasons, often in combination with alcohol. The risks of drug interaction or accidental overdose can be deadly. Commonly used and misused prescription drugs include :

- Opioid painkillers
- Benzodiazepines
- Stimulants, such as those used to treat ADHD
- Antidepressants
- Anti-obsessive agents

- Mood stabilizers

One of the most common misconceptions is that alcohol is not a drug. However, though legal, alcohol is a mind-altering substance and the effects can be deadly when taken in combination with other drugs.

The causes of drug addiction :

No single factor can predict if a person will become addicted to drugs. A combination of factors influences risk for addiction. The more risk factors a person has, the greater the chance that taking drugs can lead to addiction:

- **Heredity** : The genes that people are born with account for about half of a person's risk for addiction. Gender, ethnicity, and the presence of other mental disorders may also influence risk for drug use and addiction.
- **Environment** : A person's environment includes various influences, from family and friends to economic status and general quality of life. Factors such as peer pressure, physical and sexual abuse, early exposure to drugs, stress, and parental guidance can greatly affect a person's likelihood of drug use and addiction.
- **Development** : Hereditary or genetic and environmental factors interact with critical developmental stages in a person's life to affect addiction risk. Although taking drugs at any age can lead to addiction, the earlier that drug use begins, the more likely it will progress to addiction. This is particularly problematic for teens. Because areas in their brains that control decision-making, judgment, and self-control are still developing, teens may be especially prone to risky behaviours, including trying drugs.

Common signs of drug addiction include :

- Loss of self-control
- Continued problems despite negative consequences
- Spending less time with family and friends
- Decreased or no interest in exercising, or pursuing hobbies or other activities
- Drop in attendance and performance at work or school
- Taking serious risks
- Break in personal relationships
- Going out of one's way to hide the amount of drugs taken

- Deterioration in hygiene or physical appearance
- Needing more drug in order to produce the same effect
- Withdrawal symptoms such as shakiness, trembling, sweating, nausea or fatigue

Effects drug addiction on health :

There are many adverse medical effects of drug addiction. These include:

- Cardiovascular disease
- Contraction of HIV, hepatitis and other illnesses
- Heart irregularities, heart attack
- Respiratory problems such as lung cancer, emphysema, and breathing problems
- Abdominal pain, vomiting, constipation, diarrhoea
- Kidney and liver damage
- Seizures, stroke, brain damage
- changes in appetite, body temperature, and sleeping patterns
- Stroke
- Pancreatitis
- Gastrointestinal problems
- Malnutrition
- Insomnia and sleep disorders

Prevention and control of drug addiction

Like many other chronic diseases, such as diabetes, asthma, or heart disease, treatment for drug addiction generally isn't a cure. However, addiction is treatable and can be successfully managed. People who are recovering from an addiction are at risk for relapse for years and possibly for their whole lives. But combining addiction treatment medicines with behavioural therapy ensures the best chance of success for most patients.

The good thing to know in this regard is that drug use and addiction are preventable. Prevention programs involving families, schools, communities, and the media are effective for preventing or reducing drug use and addiction. Although personal events and cultural factors affect drug use trends, when young people view drug use as harmful, they tend to decrease their drug taking. Therefore, education and outreach are key in helping people understand the possible risks of drug use.

Teachers, parents, and health care providers have crucial roles in educating young people and preventing drug use and addiction.

- There is urgent need for national programmes addressing prevention and treatment of substance use among children in India. The National Policy for Drug Demand Reduction, 2014 rightly states that the preventive programme needs to focus on children, both in and outside educational institutions. The high-risk groups such as commercial sex workers, the mobile population such as tourists and truck drivers, the children of alcoholics and drug addicts, children of HIV-affected parents, street children, prisoners and school drop-outs, should be specifically addressed. While prevention is a welcome step, provision of treatment services and reducing barriers to treatment among adolescent drug users also need to be prioritized.
- Prevention programmes must be designed to target multiple settings (school, community, street) and multiple risk factors particularly vulnerable children such as working children, out- of-school children, etc.
- Preventive efforts must target reduction in supply. The ban on availability of tobacco and alcohol near schools and residential areas should be strongly enforced.
- A recent trend is the growing use of e-cigarettes among adolescents. This might lead to initiation of smoking forms of tobacco as well as other substances among the young population. The government must take a stand on these newer nicotine delivery systems, which are controversial and have not been proven to be safe in the long term.
- Schools should provide life skills education and train students to handle stress and peer pressure.
- Awareness programmes about the harm of drug and substance abuse should be widely organized.
- School children who use substances should have access to professional counselling in the school itself. There should be full-time trained psychologist in schools. School counsellors should reach out to school-going children with risk factors in the family, substance using peers and history of stressful events.
- Educating teachers about the signs, causes and preventive measures of drug and substance abuse is also very important.

- Prevention programs should be started early in school to address risk factors for drug abuse, such as aggressive behaviour, poor social skills, and academic difficulties. Such programmes should target improving academic and social-emotional learning to address risk factors for drug abuse, such as early aggression, academic failure, and school dropout.
- Education itself is a great preventive measure against addiction. It should focus on the skills like:
 - self-control;
 - emotional awareness;
 - communication;
 - social problem-solving; and
 - study habits and academic support;
 - peer relationships;
 - self-efficacy and assertiveness;
 - drug resistance skills;
 - reinforcement of anti-drug attitudes; and
 - strengthening of personal commitments against drug abuse.
- Interactive techniques, such as peer discussion groups and parent role-playing, that allow for active involvement in learning about drug abuse and reinforcing skills may be used as a part of prevention programmes.

Besides the measures mentioned above, the United Nations Office for Drug Control and Crime Prevention has published a handbook to help communities prevent drug abuse. Some basic prevention ideas include :

- **Promotion of Health :** The community needs to promote healthy lifestyles through personal and cultural practices. By setting an example of health you will discourage damaging and dangerous lifestyles.

- **Focus on people and encouragement of social interaction :** Promoting social interaction between old and young can only be done in a social environment. Create this environment through organized activities that all ages can partake in.

- **Local involvement of young people and respect for cultural values :** The activities you chose should focus on young people. Be sure to respect cultural traditions of the community.

- **Encouragement of positive alternatives :** Develop these alternatives with cultural values in mind, and understanding what appeals to the younger generation.

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Ashok Publication
Panbazar, Guwahati-1

ISBN : 978-93-89491-41-8



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