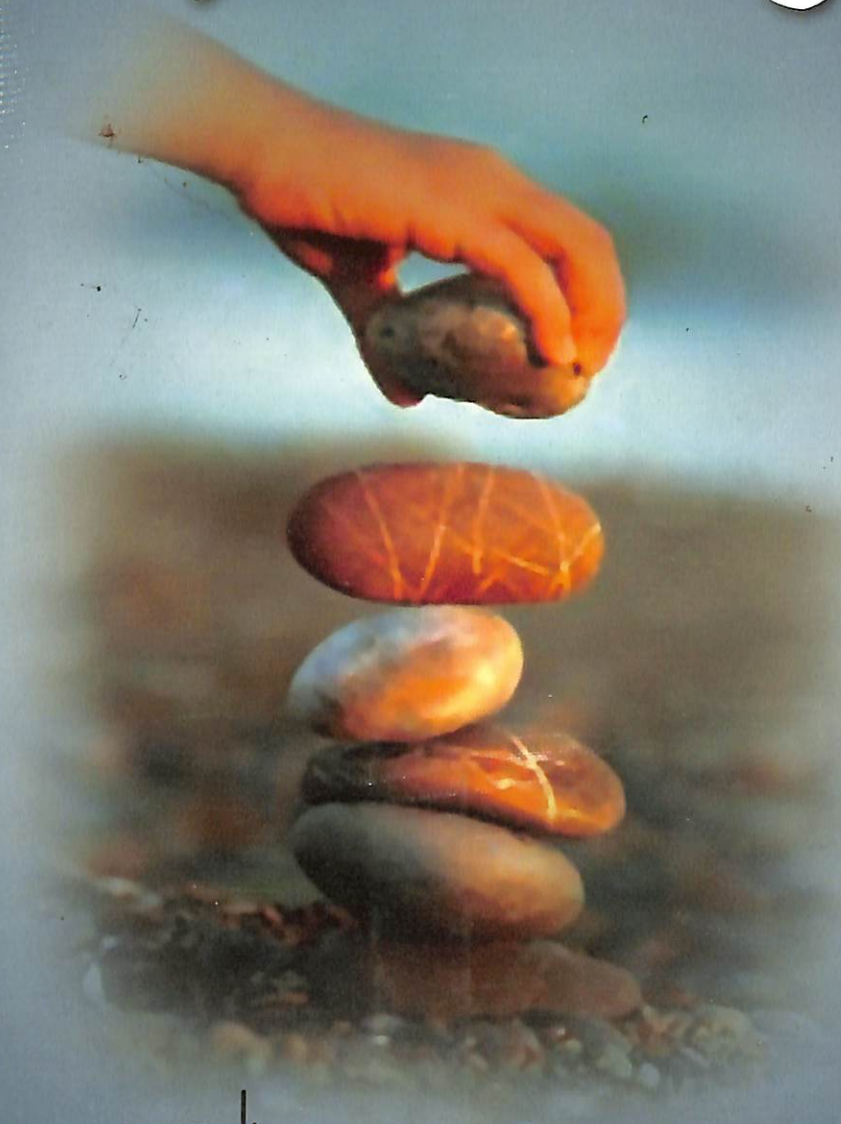


DEVELOPMENTAL *Psychology*



prakashan

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FOR THE STUDENT OF GAUhati UNIVERSITY
MAJOR-6TH SEMESTER

DEVELOPMENTAL PSYCHOLOGY

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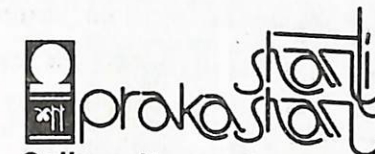
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PREFACE

Though very few studies have been carried out, the area of child development had been long ignored as children were considered as miniature adults. Therefore many problems related to child development and child-rearing practices become very common all over the world. It was only from the twentieth century mainly that psychologists through different studies, started recognizing that each child is unique in his potential. Development involves hereditary factors and environmental factors such as social relationship and the influences of culture.

Understanding what makes children develop properly is a very difficult task so the study of Developmental Psychology has become very essential for parents and teachers and also for every member of the society.

The main aim of this area of study is to understand the many influences that combine and interact to make even children understand who they are and to help parents to improve their child-rearing practices and help teachers to educate children properly and not treat them as small adults.

Teachers must observe that development varies between children and by understanding how children grow, think and behave, they can interact better with children and help them to develop in the best possible manner.

With all these views in consideration the authors have made a humble effort to present this book to meet the requirements of the undergraduate students as well as the teachers. Sincere attempts have been made to make the concepts clear and keep the language simple.

We thank the proprietor of Shanti Prakashan for giving us the opportunity to prepare and present this book.

The Authors

TDC SYLLABUS OF EDUCATION

Developmental Psychology
Paper : M 6.01 (Credits-6) (Major Course)

Unit- 1 Introduction to Developmental Psychology

- Developmental Psychology – Concept, meaning and scope
- Method of Studying Development
- Hereditary factors — pre-natal development and its importance
- Conditions affecting pre-natal development
- Environmental factors and development

Unit- 2 Developmental Aspects During Infancy

- Characteristics of Infancy
- Developmental Aspects
 - Physical Development
 - Motor Development
 - Sensory Development
 - Emotional Development
 - Speech Development
 - Cognitive Development

Unit- 3 Development During Childhood

- Emotional development — common emotional patterns, emotional control.
- Social development during early childhood, influence of family and school in the process of socialization.
- Personality development — Influence of family and school on personality development.

Unit- 4 Adolescence Psychology

- Need and importance of studying adolescent behaviour.
- Goals of adolescence
- Adolescence
- Physiological growth and intellectual development during adolescence

Unit - 5 Social Development

- Social Development during Adolescence
- Influence of family and peer in their social relationships
- Social Maturity
- Factors affecting social adjustment

Unit- 6 Emotional and personality development

- Emotional Development during Adolescence
- Personality Development during Adolescence
- Adjustment problems and Juvenile Delinquency

Unit-1

Introduction to Developmental Psychology

- DEVELOPMENTAL PSYCHOLOGY-CONCEPT, MEANING AND SCOPE.
- METHODS OF STUDYING DEVELOPMENT.
- HEREDITARY FACTORS-PRE-NATAL DEVELOPMENT AND ITS IMPORTANCE.
- CONDITIONS AFFECTING PRE-NATAL DEVELOPMENT.
- ENVIRONMENTAL FACTORS AND DEVELOPMENT.

Introduction :

A child is a living organism with biological foundations and he grows up in a social environment. This 'growing up' is the process of development that results from the interaction of the biological foundations with the social environment. According to E. Hurlock, "The term 'development' means a progressive series of changes that occur as a result of maturation and experiences." Van den Daele has pointed out, "development implies qualitative change." This change definitely does not mean only physical changes like height or improving one's abilities but a complex process of integrating many structures and functions. A very significant fact about development is that establishments of attitudes, habits and patterns of behaviour early in life greatly determine how individuals adjust in later life.

The developmental process in a human being is never static. From conception to death changes take place constantly both in the physical and psychological dimensions. The process of development is continuous and cyclic. In every stage changes occur in the human body and mind mainly to enable the individual to adapt to the environment. In the early years of life, i.e. infancy and childhood, changes are more rapid and slows

down very much in old age. On the onset of puberty and in the adolescence stage sudden changes occur mainly due to the development of the sex organs.

In old age there is degeneration of the body parts and therefore constant readjustment is necessary and at this age an individual must more often, avoid such activities which must have played very important roles in his life during infancy or childhood.

As a person becomes aware of the changes that occur in him, he develops specific attitudes towards the changes. For example, if changes in his appearance are for the better, he develops favourable attitudes, and if they spoil his looks, he will try in every possible way to hide them. Changes during adolescence particularly affect the behaviour of an individual. Again the role that an individual plays in the society also affects his development. If it is favourable, the individual develops positive attitudes and this affects both his physical and mental development and if the individual's social role is looked down by others, then the individual develops negative attitudes affecting his physical as well as mental development.

There are four basic dimensions in which an individual's development occurs :

1. **Physical development :** It includes development of the external and internal body parts. The height and weight increase with age and the internal organs like the heart, lungs, stomach etc. also grow and develop as an individual grows. This development also involves large motor skills and fine-motor skills. The large motor skills are usually the first to develop and include sitting up, standing, crawling and walking etc. Fine-motor skills involve precise movements such as holding a spoon, holding a brush, drawing shapes, picking up objects etc. All these activities depend on the bodily developments like muscles, sense organs, and other physical organs, both internal and external.
2. **Cognitive development :** This is centred on a child's ability to think, learn and solve problems. An infant learning to respond to another person's facial expressions or gestures and a child learning the alphabets are both examples of cognitive development.
3. **Social and emotional development :** These are centred on a child gaining a better understanding of his own emotions and the emotions of others. This involves learning how to interact and play with other people; this is social development.
4. **Communication skill development :** This involves both language and non-verbal communication. A one-year old learning how to say his first words and a five year old learning rules of grammar are examples of communications. Communication skills

development helps a person to express his ideas and opinions in front of others. This also helps him to establish his identity.

While most of these developments take place during a certain time, it must be remembered that each child is unique. Plato also believed in the concept of individual difference and that each child should be provided that type of education for which his particular aptitude and interests apply. He was one of the most important philosophers who devoted his efforts to finding more appropriate and effective methods of guiding children's education and training.

Growth, and development, are interrelated but they are different from one another. Below are given some differences between growth and development.

1. The term 'growth' is commonly used in the physical sense like growth in height, weight etc. but 'development' is referred to total changes leading to improved work and efficiency. It implies qualitative improvement.
2. Growth is narrower and is one of the aspects of development, while development has wider meaning and includes overall changes in an individual.
3. Growth does not continue throughout life. Physical growth of individual stop at maturation, but development is a continuous process in the entire life span of an individual.
4. Growth is mainly quantitative and therefore can be measured but development is qualitative improvement and so it is difficult to measure.
5. Growth may not result in development. For example, an individual may grow physically, but this may not bring much qualitative improvement but development is possible without growth. An individual may not grow very much in height or weight but there can be marked improvement in his intellectual, emotional or social capacities.

To understand the pattern of development, certain aspects must be considered.

They are:-

1. Early development of an individual is very important as it lays the foundations of attitudes, habits and the overall pattern of behaviour. Therefore it is important that such foundations are laid which will help the individual to make better personal and social adjustments.

It must be remembered, however, that though behaviour patterns established early in life tend to continue in later life, they are changeable with proper guidance

- and training. Individuals can also change their attitudes and habits through new situations, where they are encouraged by themselves and others freely. Again, individuals can modify their behaviour when they are determined to do so.
2. Development is influenced by learning and maturation. 'Maturation' is the unfolding of the individual's innate potential. Certain activities like sitting, standing, walking, running are due to maturation. Maturation also determines the general patterns of behaviour, it is the raw material on which learning is based. Learning is a process which is very unique to an individual. The way a person learns and the amount he learns is very different from another person. Individual differences in personality is the result of maturation and learning.
 3. Development follows a definite pattern. The pattern of development is also very predictable. There are two laws of development—
 - (a) "Cephalocaudal law" which means that development occurs from head to foot and
 - (b) "Proximodistal law" which means that development occurs outward from the centre of the body to the extreme ends.

The pattern of development is similar to all but the rate is different in each individual. All babies, for example, learn to sit, walk, talk, become social etc. but the rate of learning such activities differ from one another. Again it is possible to predict the activities of an individual at any given stage of development unless adverse environmental conditions prevent such pattern.
 4. As the rate of development is different in each individual, he becomes unique. As a child develops from infancy to adulthood and old age, the differences between him and others increase. Therefore no two persons can be expected to respond to a stimulus in the same manner. Shy and timid children react differently from assertive and aggressive ones. Parents, teachers and others cannot expect the same reaction or achievement from children of the same age and similar intellectual development in the same environment because the other endowments are different in each individual.
 5. Each stage of development has its own characteristics. In each stage the individual reaches a period of balance and this helps in his adjustment. There are also many problems in each stage which may be solved in older age or they may be carried over. For example, an adult person may show signs of dependency on others which was developed during the early years of his life.

6. Stimulation helps development to a great extent. If parents encourage children to engage in different motor activities then they will have better coordinated motor skills. Again, if parents and teachers motivate young children to talk more, they learn to interact better with others and also can express themselves better.
7. Development is significantly affected by cultural changes. As an individual grows up he learns to conform to the social and cultural norms, values and standards and any change in these ideals, values and standards brings about marked changes in his development. However, the same social value or ideal may be accepted by the younger generation and outright rejected by the older people. As a result confusion may prevail as to what cultural pattern be used as a standard to be accepted by all.

When a majority identifies with a particular cultural value it is socially approved and it in turn, has a significant influence on the development of personality of an individual—his interests, habits, aspirations etc.

8. At each stage of development, there are some social expectations. Every society expects certain modes of behaviour skills from an individual at every stage. For example, parents and others expect a child, during infancy, to learn to sit, stand, walk, learn to talk (simple words), in childhood to learn physical skills, talk meaningfully, develop concepts and sense of morality etc, in adolescence to achieve new and more mature relations with others, develop socially responsible behaviour, achieve emotional stability etc., in early adulthood, preparing and getting started in an occupation, learning to get married and start a family and so on. In middle age the society expects an individual to achieve more civic and social responsibility, maintain balanced performance in the professional life and in old age to adjust to declining physical strength and to cope up with reduced income, adapting to new social values and standards etc. If an individual develops deviant behaviour at any stage, then his behaviour is not socially accepted.

Erickson rightly said, "development is the result of interaction between the individual's biological needs and the social forces encountered in everyday life and its application over the entire life span."

Therefore all the different aspects pertaining to an individual's development, the causes of developmental changes, mechanisms of adjustment to new situations are areas studied through **developmental psychology**.

Development Psychology

Developmental psychology, as a field of study, did not exist until after the Industrial Revolution when the need for an educated workforce led to the importance of studying the ways of developing an individual right from his infancy to adulthood with proper education. In the beginning, development psychologists were more interested in studying the mind of the child in order to make education and learning more effective.

It was Charles Darwin who conducted the first systematic study of developmental psychology. However the emergence of developmental psychology as a specific subject of study was in 1882 when William Preyer, a German physiologist, published a book 'The Mind of the Child,' in which he described the different stages of development by observing his own daughter from birth to two and half years. After him, about 47 *imperial studies from Europe, North America and Britain* were published and developmental psychology got established as a discipline.

During the 1990s three famous psychologists like Jean Piaget (1896-1980), Lev Vygotsky (1896-1934) and John Bowlby (1907-1990) made extensive studies on human development and much of the recent researches have been influenced by their theories. Developmental psychology can be understood the 'scientific study of changes that occur in human beings over the course of their life'. Though this subject was initially concerned with infants and children, it has now expanded to include adolescence and adult development and ageing—in short, the entire life span.

This discipline includes a broad range of topics including motor skills and other psycho-physical processes of human beings, their cognitive development like thinking, problem solving, moral and conceptual understanding, language development, social and emotional development and also self concept and identity formation.

- Developmental psychology studies the human growth and development process that occurs throughout the entire lifespan. This includes not only the physical growth, but also cognitive, social, intellectual, perceptual, and emotional development. It is a scientific approach which aims to explain how children and adults change over time. This scientific study is not only important to psychology but also to sociology, education and health care.
- Developmental psychology includes different issues like the different stages of development, their characteristics, the knowledge accumulated in each stage, different environmental factors and their impact on the development of the child

Development Psychology

in each stage, Therefore developmental psychology is the branch of psychology that studies intraindividual changes and inter-individual changes. Some developmental psychologists study developmental changes covering the life span from conception to death.

Definitions of developmental psychology :

1. La Bouvie has pointed out, "developmental psychology is not only description but also explication of age-related changes in behaviour in terms of antecedant consequent relationships.
2. Siegel, "Developmental psychology was preoccupied with ages and stages Investigators ought to learn the typical age at which, various stages of development occurred."
3. The American Heritage Dictionary, "The branch of psychology concerned with the study of progressive behavioural changes in an individual from birth until death.
4. According to E. B Hurlock, "Developmental psychology is the branch of psychology that studies intraindividual changes and inter individual changes within these intra individual changes."

Developmental psychology is concerned with progressive stages of development from conception to death

Objectives of developmental psychology :

The objectives of developmental psychology are :

- To study the different stages of development and the characteristics of of human life each stage. Developmental psychology helps to study growth and also decline from conception to death.
- To study when the changes occur in each stage of development. The pattern of changes is similar for all children but the rate differ in every child.
- To study the causes of the different changes of changes in the individual. It studies that development is caused by the hereditary and enviornmental factors.
- To study how the changes influence behaviour. It aims to study that foundations of behaviour laid in early stages of life are critical as they persist later.

- To study whether the different changes can be predicted. Development changes take a predictable pattern but in each individual the rate of changes is different. Therefore definite prediction of changes is not possible.
- 6. To study whether the different developmental changes are individual or universal. Developmental changes are universal though each individual's development is unique. Because each individual has different hereditary endowments he reacts to the same environmental factors in different way.

Scope of developmental psychology :

Development incorporates different changes that occur over time. Changes occur as a result of the environment's influence over hereditary traits. The scope of developmental psychology includes—

- Developmental psychology is concerned with the patterns and processes of changes throughout the lifetime of an individual.
- Developmental psychology studies the relationship between the hereditary and environmental factors – to put it in short, nature and nurture.
- Developmental psychology studies the psychological processes of development. It is the study of progressive psychological changes that occur in human beings as they age.
- Though initially concerned with the developments of infants and children, developmental psychology studies the periods of adolescence and adult life—it now encompasses the entire life span of an individual.
- The ever-growing field of developmental psychology includes the study of motor skills and other psycho-physiological processes, mental processes like problem-solving abilities, conceptual understanding, language development, moral understanding and identity formation.
- Developmental psychology primarily aims to explain the causes of the different developmental changes in a human being's life. It also studies the influences of the experiences on the cognitive development of human beings.
- Developmental psychology studies the influence of family, the effect of an individual's interaction with peers and other members of the society and the role of culture on the individual's personality.

- The scope of developmental psychology is such that it includes sub-areas like social psychology, comparative psychology, abnormal psychology, cognitive psychology etc.

Importance of developmental psychology :

Developmental psychology has emerged as a very important discipline. It studies the human growth and development that occurs throughout the entire lifespan. This includes not only physical but also cognitive, social, intellectual, perceptual, emotional and personal growth. We were all children once, so learning about how we develop and grow, can provide additional insight about the persons we have become. Therefore the importance of studying developmental psychology has been enumerated below :

- **Helps to know about the child :** Developmental psychology helps to gain greater insight into how children behave, think, learn and feel. Attitudes, habits and pattern of behaviour of individuals are established during the early years and these determine to a large extent how successfully they will adjust to life as they grow older. The principles of psycho analysis, for example, emphasize the importance of childhood experiences. It is therefore very important to understand the child because it provides a better understanding of all the effective characteristics of the adults as well as their undesirable attitudes.
- — — — —

*Developmental psychology
helps to know the child
better*

— — — — —
- **Better interaction with children :** Developmental psychology, by studying human development, can greatly improve an individual's ability to interact with children. A better understanding of the different stages of development associated with their different characteristics, the aspects of cognitive development, and how these developmental changes occur, help in developing better interaction with children. It is important that a person feels comfortable to talk, play or even work with children. Vygotsky, a Russian theorist, emphasized that children learn through hands-on experiences and social interactions with members of the society. Positive interaction with children help to form friendship with them and this has direct effects on their emotional well-being.
 - **Solves the psychological problems :** Knowledge of developmental psychology helps to gain a greater understanding of normal and abnormal behaviour of

children. Studying human development makes it easier to spot possible signs of behaviour problems or problems related to early years of life. These problems lead to different struggles later in life. The sooner these problems are identified, the sooner remedial measures can begin to solve them. No matter what the situation, early detection and treatment can lead to better outcomes.

- **Influence of heredity and environment on development :** Developmental psychology studies how different children learn and develop. It studies the impact of hereditary and environmental factors on the development of children. There have been many attempts to estimate the contributions of heredity and environment to children's growth and development. Hereditary determines the inborn traits, both physical and intellectual, while environmental factors like the different social organisations influence children's growth and development to a great extent. Development of language, moral understanding, personality development result from children's interaction with parents, siblings, friends, school and the community with its cultural dimensions.
- **Effective adjustment :** Knowledge of developmental psychology helps parents and teachers to understand the emotional, mental and physical needs of children. This helps in providing a wholesome environment to the children so that they can adjust well and lead a happy life and are free from any kind of tension and anxiety.
- **Effective education :** Developmental psychology helps parents, teachers and educators to impart better education to children. It is very essential that parents spend quality time with their children and educate them properly at home. This helps to mould the children's character positively. In school, the teacher should try to inculcate good character traits and moral principles among the children through cooperative and scientific approach. Emphasis should be laid on self-discipline through creative and constructive curricular and co-curricular activities. Besides, policy makers and curriculum framers should formulate such educational policies and schemes and design such curriculum that they make the education system effective.
- **Better methods of teaching :** Knowledge of developmental psychology helps to understand the nature of classroom teaching. The teacher learns to adopt his teaching according to the needs, interests and academic level of the learners.

Different effective methods can be adopted and the teaching strategies may be changed from time to time to meet the needs of the changing environment. For very young children, play-methods turn learning into interesting activities both for the teacher as well as the children.

- **Understand individual difference :** No two human beings are alike. Individuals differ from each other in regard to physical endowments, intelligence, aptitude, likes and dislikes and in other potentialities. There are gifted, average, backward, specially talented and severely retarded children and all of them should not be treated in the same manner. Developmental psychology highlights the unique potential of each individual and this enables the teacher to arrange his teaching-learning activities to suit the diverse needs of the students.
- **Gain greater understanding and appreciation of development through out life :** Often it is thought that development is a process that is largely complete once we attain early adulthood. But it is important to realize that development is an ongoing process that continues through out life. As a person enters adulthood or attains middle age or even face the onset of old-age, having, a greater understanding of how people continue to grow and change, can help him appreciate and manage all the stages of his life.

Methods of studying development.

To understand the pattern and process of development right from pre-natal stage to death, scientific studies must be made. The child psychologist use different tools and apply various methods for describing, measuring and making inferences about a child's behaviour and development. The developing child is not only learning and continuously adapting to his environment but also changing physically and mentally as an organism.

Many psychologists have studied human development. For some, sensory and motor development of children are of primary interest, while for other psychologists, development of language and conceptualization is significant to understand the uniqueness of human beings. Famous scholars and psychologists like Charles Darwin, Jean Piaget, J. B. Watson have kept detailed records of the growth and development of their own children, observing and noting when the child first moved its head, crawled, said the first word, walked, ran etc Millicent Shinn of USA made daily records of the observations of her niece and published her observations in "The Biography of a Baby." These

psychologists formulated different theories related to the developmental process. Many scientific methods are used by psychologists for studying human growth and development. Such methods are broadly classified into two types :

1. **Cross-sectional methods** : This method involves studying different groups of people of different ages. For example, an investigator may observe a groups of young adults and compare the data with the data gathered from a group of middle aged persons. An advantage of this method is that it can be done quickly as the data can be collected at the same time. However, because data is collected from people of different age groups but who belong to the same cultural experiences, their behaviour may be influenced by the cultural experience and not by age alone.
2. **Longitudinal method** : This involves studying the same group of individuals over a long period of time. Data is first collected at the very beginning of the study and then may be repeated throughout the length of the study. It can last from few years to even several decades.

The advantage of this method is that the investigator or observer can study the different behavioural changes over an extended period of time. But at the same time, this method is time consuming and is costly. Because of this problem it is difficult to apply this method of the study on a larger population.

Therefore, once it is decided whether the cross-sectional or longitudinal method is to be used in the study the next step is to determine how the different data (information) regarding development will be gathered. There are a number of methods that are used in developmental psychology. Some common methods include observation, case-studies, baby biographies, questionnaires and experimental method.

● **Observation** : The method of observation involves viewing or watching the individual's behaviour. Observation can be of different types—natural and controlled.

Observation, case-history, biographical and experimental methods help to study developmental psychology.

Natural observation allows researchers and psychologists to observe the behaviour of individuals in natural settings. It is a simple method and a very useful one as it is possible to view behaviour as it really happens without the subject being conscious about it. Plato, John Dewey, Piaget, Rousseau have used this method to study child behaviour. However, this method is not systematic at times as the observer cannot control the conditions that might impact behaviour. This method is also

called 'incidental observation'. From incidental observation of children's behaviour certain conceptions and generalization about children's behaviour have been developed.

Controlled observation involves viewing the child's behaviour in a controlled setting. Here the observer predetermines the subject, the situation, the tools, the time etc. This type of observation may be carried out in a laboratory type situation. In order to make the method more scientific, the observer may use an isolation cabinet, one-way screen etc. The main weakness of this method is that the investigator observes only one type of behaviour and if subjects are aware that they are being studied they may behave differently.

Participant observation is a type of observation method where the observer is also a participant in the activity being observed.

● **Biographical method** : Provides a more systematic and extended study of the child. Through this method the behaviour of as children are observed and recorded as development occurs. This method provides continuous observations of children's developments. Parents, usually the mother, records development of the child on a day-to day basis. Several biographies of infants have contributed to the study of developmental psychology greatly. Some of them are Darwin's "A Biographical Sketch of an Infant". Preyer's, "The Mind of the Child," Shin's, "The Biography of a Baby" etc.

But there are some serious limitations of this method. They are –

- (a) it is very time consuming,
- (b) many parents and relatives may not have sufficient time to study children's development
- (c) objective observation may not be possible,
- (d) it may be affected by the biased interest of the biographer,
- (e) many biographers are highly educated and are from socially affluent class and so they can record their children's development while others may not be able to do so due to inadequate education.

● **Case-history method** : This method makes an in-depth analysis of a particular child. Case-history method provides a great deal of information about a specific child. It involves an effort to collect all the relevant facts about a child from different sources like parents, relatives, friends neighbours, teachers, doctor and any other person who

can provide any kind of information. Interviews with the child also helps. This method is very useful for a maladjusted child. Only properly trained psychologists can use this method.

● **Experimental method** : This method is particularly useful in investigations in relation to children's behaviour and development. The experimenter controls the environmental situation in which children are studied. It is carried out in a laboratory. Experimental method is the most scientific of all methods and in most cases it produces results with greatest accuracy. It is the most objective method and for interpretation of results, statistical procedures are applied.

- (a) But the most serious drawback of this method is that the environment created by the experimenter is artificial
- (b) It is also time consuming and is costly as it requires different materials and apparatuses.
- (c) Another drawback is that this method cannot be repeated easily.
- (d) Again human behaviour and psychological development are too complex to be experimentally tested always.
- (e) It is not possible to test many aspects of development and behaviour at the same time
- (f) It is usually impossible to control all the variables in the environment.

Questionnaire : Questionnaires are easy and quick way to collect relevant information about the children's behaviour. The questionnaire method was developed by Stanley Hall and his students. It is a very simple method and if skillfully used, it provides reliable and valid information. The validity of questionnaires depends on the type of questions phrased by the experimenter and the cooperation and competence of the subjects.

But this method also suffers from criticism.

- (a) One weakness is that it reduces variety, creativity and individuality of responses.
 - (b) Secondly, very young children cannot answer the questions.
 - (c) This method cannot be applied on illiterate persons.
- **Projective Technique** : Projective techniques include those tests in which

a child responds to unclear (ambiguous) scenes, words or images. These tests help to suggest that children have unconscious thoughts or images. By providing a stimulus like a picture which is not clear, the hidden motivations or attitudes are revealed. Some commonly used projective tests are :—

(a) The Rorschach Inkblot test :

This was one of the first projective tests and is still very popular. It was developed by Hermann Rorschach in 1921. The test consists of a set of ten different cards and the subject is shown one card at a time and asked to describe what he or she sees on the card. The verbal responses, gestures, voice tone and other reactions are recorded and based on the results the different aspects of the subject's personality like intelligence, emotions, urges, skills etc. are studied.

(b) Thematic Aperception Test (TAT) :

This was developed by Henry Murray. In this test the subject is needed to view a series of vague scenes and then asked to tell a story describing the different scenes, including the sequence of the scenes, the different characters etc. The investigator then studies the result of the test based on the needs, motivations, anxieties etc of the characters as expressed by the subject.

The TAT is frequently used for studying children's behaviour and development. It provides qualitative information about individuals. Through these tests the investigator can interpret the subject's thoughts and emotions. But the main drawback is that the subject's answers can be greatly influenced by the examiner's attitudes or the circumstances under which the tests are conducted. Sometimes projective tests can be highly subjective.

Beside these tests, different games and play techniques like playing with dolls, household games, help to study different types of growth and behaviour of children. In fact, small children indulge in make believe play and often interpret dolls as if they represent their parents, playmates etc .

Drawing and painting , can also reflect the children's urges, attitudes, needs etc. and by encouraging children to draw and paint, can study their behaviour and feelings.

● **Rating Scale :**

Rating scale helps to study complex components of behaviour of children. The 'ranking procedure' is one of rating scales. In developmental psychology through this method, the experimenter observes children for many days and then assign them rank

order positions like first, second, third etc. with respect to different personality traits like imagination, creativity etc.

However, rating scales are crude techniques of studying behaviour. Another serious drawback of this method is the effect of the investigator's prejudices and biases on the ratings.

● Psychological tests :

Standardized psychological tests provide very useful information about children's development and behaviour. Psychologists continuously use these tests to study the multiple dimensions of children's behaviour and influences of various environmental factors on children's psychological growth. Intelligence tests measure the complex aspects of behaviour. These may be **individual** or **group** tests to show motor, language, social, emotional and personality development.

There are other specialized methods of collecting data and analysing them for studying children's behaviour like psychophysical methods, psychological interviews, introspective accounts, community surveys etc.

Heredity and Environment

Heredity—Its meaning :

Every child is born with certain tendencies and there are individual variations regarding these. A child is born with some physical and mental traits which are similar to his parents or other relatives. These are present in the child at birth and these help him to develop in the environment. The physical traits like height, complexion, looks etc. and mental abilities like intellect, memory etc. are affected by heredity.

Heredity has two aspects— physical heredity and mental heredity. It is always seen that a cat gives birth to a kitten a dog to a puppy, a human being to a child. It is because of this that we commonly use the term 'like begets like.'

Definitions of heredity :

Following are some of the definitions of heredity—

- (1) James Drever, "Heredity is the transmission from parents to offsprings of physical and mental characteristics.
- (2) H. A. Paterson, "Heredity may be defined as what one gets from his ascestral stock through his parents."

- (3) R. S. Woodworth, "Heredity covers all the factors that are present in the individual when he begins life not at birth, but at the time of conception about nine months before birth."
- (4) J. A. Thomson, "Heredity is mainly a convenient term for the genetic relation between successive generations."
- (5) P. Gisbert, "Every act of generation in nature is the transmission by the parents to their off spring of certain characteristics — biological or psychological. The complex of the characteristics thus transmitted is known by the name of heredity."

Mechanism of heredity :

Below is given the mechanism of heredity—

(1) **Mating** : This is the first step through which there is the union of the male spermatozoa with the female ovum. Growth and development takes place by the multiplication of the fertilized cell through continuous division.

(2) **Growth** : It is a process which involves repeated division of the fertilized cell which is called 'Zygote.'

Chromosome : The sperm cell of the male penetrates the ovum of the female and fertilizes it. The fertilized ovum consists of a semi-fluid mass called 'cytoplasm' and within that there is a small nucleus of dense material. The nucleus includes the primary carriers of the traits of both the parents and are called 'chromosomes'. The chromosomes are threadlike structures and in human beings, each cell normally contains 23 pairs of chromosomes. Twenty two of these pairs are called autosomes and they look the same in both males and females and the one pair left is the sex chromosome. Females have two 'X' chromosomes in their cells while males have one X and one Y chromosome.

The word 'Chromosome' comes from the Greek word 'chroma' (colour) and 'some' (body). The main function of the chromosomes is to control the activities of a living cell. They are vital for the cell division process

Genes : Parents transmit their genes to their children and this genetic inheritance determines to a large extent, the physical structures like height, skin colour, eye colour, facial features etc. It has also been proved that some diseases in families are because of respective genes.

Each individual has thousands of genes, and they work in pairs. In an individual one gene may be more dominant than another. Sometimes, though children inherit certain characteristics from their parents, many characteristics which are not dominant in both parents may manifest in the child. This is one of the reasons why children do not always resemble their parents as expected. Therefore the resemblances and differences between parents and children and between siblings are mainly due to transmission of genes from one generation to another.

Chance factor : The sperm as well as the ovum consists of 23 pairs of chromosomes each. During fertilization of the ovum, there can be millions of combinations possible and as a result, different combination of genes give birth to different types of children. On fertilization, there will be 23 pairs of chromosomes as an equal number of pairs will drop out. That is why no two siblings in a family can be identical.

Principles or Laws of Heredity :

From the above discussion we can point out some principles or laws of heredity.

They are—

(1) **Like begets like :** "Nature sees to it that each species breeds true to type, save where are laws governing occasional deviations." For example fair complexioned parents will give birth to fair children, tall parents to tall children and so on. A child often resemble his parents closely because of the continuity of the germ plasm. However this theory is sometimes criticised as children of bright parents may not be bright and that it also ignores the effect of environment on the individual.

(2) **Principle of variance :** It has been commonly observed that although like begets like, yet the resemblances between parents and children are never perfect or identical. Even twins are not exactly alike.

(3) **Principle of convergence of two life streams :** A child inherits some traits from his paternal side and some from his maternal side. Both contribute about 50% percent each of his inherited traits. More specifically, it is generally assumed that half comes from parents, one-fourth from his grand-parents, one-eighth from his great grand-parents and so on from all the other ancestors.

(4) **Principle of chance :** As already been mentioned, 'chance' plays an important role making any absolute prediction of any trait impossible. This is because:

- (a) the pairing of chromosomes during fertilization is different.
- (b) cell to which the set of maternal or paternal chromosomes goes during the reduction of chromosome pairs,
- (c) the particular cell which is in union with another in either the paternal or maternal side.
- (d) the pattern of genes in any chromosome.
- (e) crossing over of genes from one paired chromosome to another,
- (f) how dominant or recessive traits are distributed (Gregor Mendel's theory)
- (g) determination of sex.

Importance of heredity :

Heredity implies the inborn traits, both physical and mental, the instincts and emotions, I.Q etc. Heredity can be explained as the genetic inheritance of a person from both parents at the time of conception and carries throughout life. The importance of heredity is realized because—

- An individual inherits genetically several things like gender, eye colour, I.Q, hair, exceptional talents, height or even risks for certain diseases. Heredity is therefore responsible for the growth of a person from the foetus level until development into an adult.
- No two human beings are alike even though they live in the same environment. This is because the hereditary traits are different. Each individual is unique in his own way due to his inherited traits.
- Understanding heredity improves the ability to predict what traits are passed from parents to child. Therefore proper environment can be provided to develop these traits.
- Heredity has a strong influence on the development of personality.
- According to some psychologists, traits found most strongly influenced by heredity are leadership or submissiveness.
- Heredity is also responsible in some individuals for their ambitions and inclination



to work hard toward goals while in others it is responsible for their cautious behaviour. Heredity determines the extrovert, or introvert traits of an individual to a significant extent.

- Different people respond to the same environment in different ways mainly because of hereditary factors.

Environment :

The term 'environment' includes all the external forces that influence on the individual's growth and personality from birth to death. Environmental factors involve many dimensions. They include the physical environment like land, water, vegetation and the social environment such as the family, neighbourhood, school, media etc. It is recognized by many psychologists that more than the 'nature' or hereditary factors, it is 'nurture' (environment) that influences an individual's development more. Environmental factors can be utilized to improve positive traits and reduce the effect of negative traits in a child. Researches have proved that human development is quicker and more focused due to environmental factors as they build up the inborn qualities.

The importance of influences of some environmental factors (social organisations) are discussed below:

- **Parental and home influence :** Home influences are considered to be the most important in developing a child. The foundations of children's social attitudes and skills are laid at home and these are mainly due to the parents' attitudes towards the child. If the parents are harsh and indifferent towards the child, if they constantly find fault with him or underestimate his potential, there is every likelihood that the child will develop adjustment problems, become withdrawn or stubbornly resistant. On the otherhand, over-indulgent or over protective parents will fail to develop the sense of responsibility in the child.

For better growth and development, a suitable home environment is very necessary. Children of quarrelling parents or belonging to broken homes constantly suffer from mental strain. Besides this, poverty, unhealthy and unhygienic home conditions also affect the physical and mental health of children. It is often found that children from homes in which strict discipline is followed, become more quarrelsome, more unstable emotionally, more sensitive to praise and blame and less considerate towards others

than children from home with more democratic and liberal attitudes. Therefore utmost care must be taken to maintain good parental relations, and they must be affectionate and attentive towards the different needs of the child.

- **School influence :** It is at the school through peer associations mainly established in the school that a child attempts to satisfy a number of his social, emotional and intellectual needs. If the experiences are pleasant he can satisfy many of his psychological needs both inside and outside the school environment. But if the experiences in the school are painful, the child will reject the school and will develop serious adjustment problems.

- The school should therefore provide a suitable environment for the child. The material conditions like the building, classrooms, other infrastructure, playground etc are very important for better development of individuality of the child.
- Besides these, school education should stimulate interests in the child, must provide sufficient opportunities for developing better habits and attitudes, for self-analysis later in life, and most importantly provide opportunities for the harmonious growth and development of the different mental abilities.
- Though there are different sources of social influence within the school, the teacher's role is the most important in influencing the growth and development of a child. The teacher's needs, attitudes, personal-social values are reflected in his behaviour and this becomes a vital influence on the student's behaviour. The student responds to the teacher's approval and disapproval in many ways. A teacher's temperament has serious effect on the child's mind. A teacher should always be friendly cooperative and helpful towards the students to ensure their healthy and positive development.
- The school must also have some enriched modern methods of teaching together with a flexible diverse curriculum to meet the different needs of the children. The infrastructure of the school must be suitable, modern and attractive, the library and laboratory facilities adequate and there must be provision for different co-curricular activities through which children can express their creativity and develop qualities like cooperation, tolerance, team spirit, mutual understanding etc.

● **Influence of different social organizations :** The different social organizations like the religious institutions influence the children's behaviour to a great extent. The cultural environment helps the children to express their inborn qualities. Parents attitudes towards their child and child-rearing and child-guidance procedures constitute a very important part of a cultural pattern. The children imbibe the social culture through the influence of the different social organizations and learn about traditions, laws, norms, folkways, mores etc. of the society.

● **Peer influence :** Much of the children's behaviour is also influenced by their friends and peers. In school, in the neighbourhood or in any other social setting the children come in contact with their friends, expresses their thoughts, needs, desires aspirations etc with them. The children may also adopt certain fads or crazes regarding dress, food etc. and these may reflect in their behaviour.

In conclusion it may be said while heredity determines certain personality traits, it is environment that develops a children's inherited potential. Personality is therefore determined by both heredity and environment. It is said that heredity determines what we can do and environment determines what we do and how we do. As Lunby said, "It is not heredity or environment, but heredity and environment." As MacIver has also pointed out, "Every phenomenon of life is the product of both, each is as necessary to the result as the other....." No individual is the product of either heredity or the environment but of both.

Prenatal Development :

Earlier students of developmental psychology ignored the prenatal period of life. It was only from the mid 1940s that developmental psychologists started to give importance to the prenatal period.

Today there is enough evidence to prove that conditions in the prenatal stage can and really affect development before birth. The prenatal period is one of the most important periods of life. This period begins at conception and ends at birth, it covers just over nine month normally.

*Both heredity and
 environment affect
 development of an
 individual*

*Prenatal period
 begins at conception
 and ends at birth*

The process of prenatal development :

New life begins with the union of a male sex cell and female sex cell. Male and female sex cells are different from each other. In the mature female cell (ovum) there are twenty-three matched chromosomes while in the mature male cell there are twenty-two matched chromosomes and one unmatched one which may be either X or Y chromosome. These chromosomes are very important in relation to sex determination of the child.

The prenatal period can be studied under three distinct phases—

● **Period of the Zygote :** (Period between fertilization to the end of the second week)–

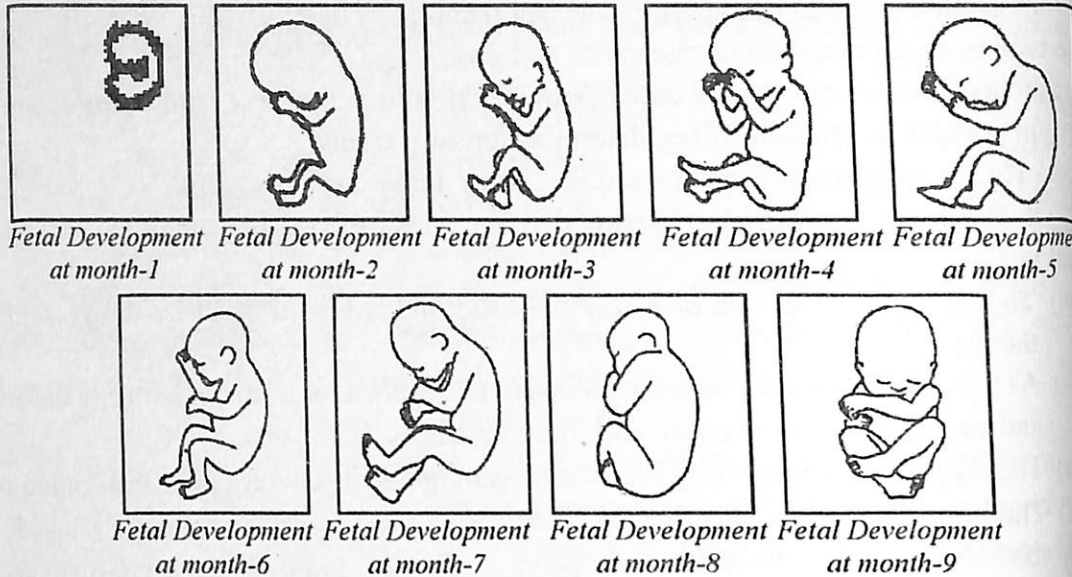
- (a) The Zygote is the size of a tiny pin head and it is nourished by the yolk in the ovum.
- (b) As the Zygote passes down the fallopian tube to the uterus, it divides many times and separates into an outer and inner layer.
- (c) The Zygote is implanted in the uterine wall in about ten days after fertilization.
- (d) The outer layer develops the placenta, umbilical cord and the amniotic sac and the human being (embryo) is developed from the inner layer. The inner cell division occurs at a rapid rate and can be studied as :
 - (i) the ectoderm becomes the skin and nervous system.
 - (ii) the endoderm becomes the digestive and respiratory systems.
 - (iii) the mesoderm becomes the muscles and the skeletal systems.

● **The Embryonic period :** (start of the third week to the eighth week) :–

- (i) The begining of the third week after conception marks the start of the embryonic period, a time when the mass of cells becomes a distinct human being.
- (ii) Major development takes place in the head region first. Around the fourth week it forms quickly followed by the eyes, nose, ears and mouth.
- (iii) The cardiovascular system is where the earliest activity begins as the blood vessel that will become the heart, starts to pulse.
- (iv) During the fifth week buds that will form the arms and legs will appear.
- (v) All the features of the body, both internal and external start to develop.

*The three phases of
 prenatal development are
 zygote, embryonic and
 fetal periods.*

- (vi) There is movement of the embryo as it starts to turn in the uterus and the limbs also start to move.
- (vii) The placenta, umbilical cord and the amniotic sac nourish the embryo.
- (viii) By the eighth week the embryo has all the basic organs except the sex organs. It also has the knees and elbows but it measures only one to one and half inches.



Fetus Development

● **The Fetal period :** (starts from the ninth week upto birth) : The body systems and structures established in the embryonic period continue to develop. The neural tube develops into the brain and spinal cord. The sex organs begin to appear during the third month of pregnancy.

- (ix) By the end of the twentieth week the different internal organs are more or less positioned like in the adult body.
- (x) The nerve cells develop very rapidly in number and this will continue depending on the mother's bodily condition such as nutrition.
- (xi) Fetal movements usually appear between eighteen and twenty-two weeks and increase rapidly upto the ninth month and then somewhat slows down.
- (xii) By the end of the seventh month the foetus is completely formed, though a little smaller than a normal full-term infant.

The above summary of prenatal development indicates the continuous development of the human being. It may be noted that the behaviour patterns appear gradually and seem to become individualized from the more generalized mass behaviour characteristics of the early stages. The new born infant is a highly differentiated organism with complex patterns of behaviour.

Characteristics of the prenatal period : The prenatal period is a very significant period of one's life. It begins at conception and ends at birth as has been mentioned earlier.

Although it is the shortest period, it has some very important characteristics each of which has a lasting effect on the development during the life span. These characteristics are discussed below :

- The hereditary endowment or potential which lays the foundation for later development is fixed at this time. Later in life the environmental factors will affect these hereditary physical and psychological traits to help the individual adjust with life.
- Favourable conditions in the mother's body can better the development of hereditary traits while unfavourable conditions can hamper their development considerably.
- The sex of the foetus is fixed at the time of conception and no conditions in the mother's womb will ever change it.
- The speed of growth is fastest during the prenatal period than at any other time of a person's life. During the period of only over nine months before birth, the human organism grows from a microscopically small cell to an infant measuring about twenty inches in length and weighing about on average, seven pounds. According to estimates the weight during the prenatal period increases eleven million times. Development is in fact, phenomenally rapid. From a tiny cell which is somewhat round in shape, all the different body features (both external and internal) develop at this time.
- The prenatal period may face many environmental or psychological conditions that may pose different problems. They have a marked effect on the pattern of

later development (after birth to adult life) or may even stop development totally. For example, the mental condition of the expecting woman affects the development of the unborn child.

- The prenatal period is the time when different people form attitudes towards the unborn child. These attitudes will have a marked influence specially during the early formative years. People's attitudes towards the pregnant woman may improve or upset her stability. This influences the development of the unborn child.

Importance of studying the prenatal period :

Madame Montessori said that, "children begin to learn nine months before they are born." By this she meant that a human organism starts learning much before it is born. Thomas Verney's book, "The secret life of the unborn child," emphasized that the child before birth is conscious, aware and receptive. The pre-born child is intelligent, competent, seeks relationships, learns language and searches for love and affection. Thomas Verney also remarked in his book that, "The unborn child is feeling, remembering, aware being and because he is, what happens to him-what happens to all of us-in the nine months between conception and birth moulds and shapes personality, drives and ambitions in very important ways."

The different sense organs help the unborn child to learn and respond to stimuli. The skin is an important sense organ and is complete after seven or eight weeks of pregnancy. The smell is ready to function by the second month of pregnancy, the sense of taste is active from the third month; the ears and eyes also function much before birth.

Experts say that the basis for learning one's mother tongue begins in the mother's womb. It has been found in the study of lives of great musicians that the exposure to good music also began in the womb.

Factors affecting pre-natal development :

There are many factors affecting pre-natal development. They are as follows :

(1) **Maternal nutrition** : Nutrition for a pregnant woman is very important as the foetus gets the nourishment from maternal blood stream through the placenta. The mother's diet should contain necessary nutrients like proteins for tissue building and

repair, fats to form tissues, carbohydrates and the different minerals and vitamins. Folic acid is a vital nutrient during pregnancy and can protect against a variety of birth defects and also lowers the rate of miscarriage.

However, it must be remembered that taking too much of processed food and overuse of vitamins may be harmful. It has been observed that excessive intake of vitamins results in excess calcium in the foetus and this consequently leads to mental deficiency and defective heart valves in the unborn child.

(2) **Mental health** : Mental health of the mother strongly affects fetal development. Women suffering from trauma during pregnancy may in most cases lead to miscarriage and woman suffering from anxiety may deliver premature babies or those with birth defects. It is very important to minimize a pregnant woman's stress as it may result in difficulty of labour and delivery of the baby.

(3) **Drugs** : Taking different drugs and other chemicals can affect the fetal development significantly. The risk is greater during the early stages of pregnancy, when development is progressing more rapidly

Sometimes certain drugs to reduce morning sickness of the pregnant woman results in deformities of limbs, digestive system and heart in the baby. Even drugs like aspirin taken in the first three months of pregnancy may lead to different abnormalities in the child. Therefore, utmost care must be maintained by the pregnant woman and drugs must be avoided as much as possible, The doctor must also be careful in prescribing medicines to a pregnant woman.

(4) **Smoking** : The nicotine in cigarettes contract the blood vessels in the mother's womb and this hampers with the supply of oxygen and other nutrients to the foetus particularly in the early months of conception.

(5) **Alcohol** : If a woman drinks excessively she is likely to give birth to a small baby with retarded motor development.

(6) **Maternal age** : The age of a woman is to be considered regarding the birth of her baby. Those women who are below 21 have chances of miscarriage, still births and foetal malformations. The reason is that the reproductive organs of the woman are not fully mature.

(7) **Infections** : If a pregnant woman suffers from any infectious disease particularly in the early stages there is greater risk that the foetus will be deformed.

Development Psychology

Disease like Chicken pox, Rubella, measles etc. many lead to severe abnormalities in the baby.

(8) **Radiation** : It has been proved that radiation definitely hampers proper fetal development. The bombings on Hiroshima and Nagasaki during the World War II resulted in women delivering babies with severely deformed brain and skulls. Pregnant women must avoid exposure to X-rays.

(9) **RH. Blood factor** : If the father has RH positive blood and the mother RH negative blood, complications may arise in the development of the foetus.

(10) **Process of birth** : In addition to the factors discussed above, problems may arise during the process of birth of the baby. Administration of certain drugs or anaesthesia during delivery may severely affect the baby's sensory-motor development. Shortage of oxygen supply in the final stage of pregnancy and birth may lead to the brain cell damage and as a result the baby may suffer from cerebral palsy later on.

QUESTIONS

1. Fill in the blanks :

- Development implies — series of changes that occur in an individual. (progressive)
- Developmental psychology means the branch of psychology concerned with the study of behavioural — in individual from — to death (changes, birth)
- Developmental psychology helps to know about the different — of a child. (development)
- Observation is one of — of studying developmental psychology. (methods)
- Heredity is the — from parents to offsprings of physical and — characteristics. (transmission, mental)

2. State true or false :

- Developmental psychology does not solve psychological problems. (False)
- Personality development depends on interaction of both heredity and environment. (True)

- The Rorschach Inkblot test is a projective technique. (True)
- The prenatal period starts from birth to two years of age. (False)
- The sex of the child is determined at the time of conception (True)
- Smoking and drinking alcohol have adverse effect on the growth and development of the unborn child. (True)

3. Answer in one sentence :

- Write two objectives of developmental psychology.
- What is heredity?
- What is environment?
- What is meant by the prenatal period?
- Mention two characteristics of the prenatal period.

4. Write in brief :

- Write the importance of studying developmental psychology.
- Write about one method of studying developmental process in a child.
- Explain the role of environment in the development of children.
- Explain the importance of studying prenatal period.
- What are the factors that affect prenatal development.

5. What is developmental psychology? What is its scope?

6. Discuss the relative influence of heredity and environment in the development of a child.

7. Explain the prenatal period. Discuss the different factors that can affect prenatal development.

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Unit-2

Development Aspects – During Infancy

- CHARACTERISTICS OF INFANCY
- DEVELOPMENTAL ASPECTS- PHYSICAL DEVELOPMENT-
MOTOR DEVELOPMENT.
- SENSORY DEVELOPMENT.
- EMOTIONAL DEVELOPMENT.
- SPEECH DEVELOPMENT.
- COGNITIVE DEVELOPMENT.

Introduction :

Infancy is the first stage of an individual's life after birth. Psychologists differ in their definitions regarding the infancy period some say that it is the first year from birth while others say that it is the first two years of an individual's life. The developmental period of the newborn infant or 'neonate' is from birth to fourteen days. Some psychologists consider the first month as the neonatal stage. According to psychologists, the neonatal stage and babyhood are included within the infancy period.

A number of observation and research studies have been conducted to determine the sensory, motor, emotional and mental development of the human infant during the first period of life. One of the main purposes of developmental psychology is to investigate the various conditions under which complex patterns of behaviour emerge in a child. In order to get a meaningful knowledge about a child's development it is very necessary to investigate his earliest patterns of growth and behaviour.

Infancy is regarded as the 'foundation age' as at this period many behaviour patterns, many attitudes and many patterns of emotional expression are being established. It was Sigmund Freud who first, emphasized on the importance of the infancy period

and maintained that personality maladjustments in adulthood had their origins in unfavourable infancy and childhood experiences.

There are four reasons why foundations laid during infancy are very important:—

1. patterns of behaviour established during infancy sometimes continues to later life,
2. if an undesirable pattern of behaviour or unfavourable beliefs and attitudes have started to develop, the earlier they are corrected the better for the child,
3. because early patterns quickly develop into habits through repetition, they will have a life-long influence on the child's personal and social adjustments, and,
4. because learning and experience are very important in the process of development, they can be directed and controlled, so that later on, the child can make better personal and social adjustments possible.

Characteristics of Infancy :

The characteristics of infancy are of particular importance because, only in understanding them will help the parents and others to guide proper development in the infant. Just as a poor foundation will ruin a building so also defective development will result in a maladjusted person. The characteristics of infancy are very distinct from the other stages that follow it. A brief description of these characteristics is given below

- **A foundation age :** Infancy is a true foundation age because at this time, many behaviour patterns, attitudes or emotional expression are established and they continue to the later life. According to Erickson, how infants (or-babies) are treated will determine whether they will view the world as safe, reliable and nurturing or as full of threat, danger, and unpredictability. The period of infancy is very important in setting a pattern for personal and social adjustments.
- **Rapid growth and change :** Infants grow very rapidly, both physically and psychologically and with this rapid growth comes a change not only in appearance but also in capacities. During this period there is a gradual but very prominent decrease in helplessness after every week or month. The limbs develop in better proportion, accompanied by growth in height and weight. Intellectual growth and change is parallel to physical growth and change. The baby develops the ability to recognize and respond to people and objects in the environment, he can also understand many things and can communicate their needs and wants in such ways that others can understand.

- **Age of decreasing dependency** : The gradual decrease in dependency on others results from the rapid physical and intellectual development and body control which enables babies to sit, stand and walk and also to manipulate objects. The random movements of the neonate are gradually replaced by coordinated movements, and this capacity makes it possible for infants to do things for themselves which earlier they had to depend upon others. No longer are infants willing to let others do simple activities for them and when they are not permitted to try to do things independently, they protest.
- **Age of increased individuality** : Signs of increased individuality shows during infancy itself. Infants develop according to their interests and abilities. It must therefore be remembered that as individuality increases, so does the necessity for treating each infant as an individual. They cannot be expected to like the same food or the same schedules for eating and sleeping for long periods. Nor can the same child-training technique be expected to work equally well for all infants.
- **Begining of socialization** : The infant also show willingness to become a part of the social group. He protests when left alone and tries to win attention of others in any way possible. One of the ways in which an infant shows his interest in becoming social is by 'attachment behaviour'. As a baby attracts the utmost attention and affection of his mother, he develops strong emotional ties with her. It is from the satisfaction of this attachment behaviour that the willingness to establish good and lasting relationships with others develop.
- **Begining of creativity** : From the early months of life infants learn to develop interests and attitudes that lay the foundations for creativity later in life. This creativity will be, to a great extent, determined by the care they receive from others particularly their parents but as they lack muscle coordination and their inability to control their environment, infants are not capable of doing anything that can be called distinctly creative. Therefore parents can encourage them to look at pictures in a book, dance to music etc. and these activities will definitely give them a sense that not only things are to be enjoyed but also that they can be manipulated successfully. However if the parents have the opposite attitude, it may teach them that objects are to be avoided as playing with them may involve some kind of danger or parental anger.

- **Infancy is an appealing period** : Infancy is a very appealing period of life. Infants have doll-like appearance with their big heads, small thin limbs and tiny hands and feet.
- **Period of adjustment** : Infancy is a period of adjustment. Birth is considered "as an interruption of the developmental pattern that started from the moment of conception." It is development from an internal environment of the mother's womb to an external one. So it requires radical adjustment on the baby's part. Some neonates adjust better than others. Some infants find it extremely difficult to suddenly adjust with the external world after they are born.
- **Period of plateau of development** : Compared to the phenomenal rapid growth and development process in the prenatal period, the growth in the neonatal stage almost stops at first. In fact, there can be signs of regression, like the loss of weight and less strength for few days or a week after birth. After this the infant's state improves. This regression lasts for a short period and it is mainly due to the drastic efforts of the neonate to adjust with the external environment. Once adjustment is stable the infant resumes the process of growth again and as has been mentioned, the infancy period is also a period of rapid growth though not as rapid as during the prenatal stage.
- **Infancy is a preview of later development** : Many factors influence a person's future developmental process, particularly environment, but some speculation of future growth can be made on the basis of his development during the infancy period. The growth process of an individual's later life follows a similar pattern as it occurs during his infancy.

Developmental Aspects :

Infancy is a period of rapid growth and development. There are marked changes regarding the different developmental aspects from birth till the period of infancy ends, i.e, at the end of two years. The different aspects are discussed below :

1. **Physical development** : The physical development of an infant is very rapid and can be easily studied under the following heads-
 - **Height and weight** : At four months after birth the infant measusres almost 23 and 24 inches and at one year he measures between 28 and 30 inches and at two years between 32 and 34 inches. The infant's weight is almost double when

the infant is four months old. At one year, babies' weight, on the average, is three times their weight at birth. This is mainly due to the increase in fat tissue.

- **Nervous system** : Development of the brain is greatest during the first two years of life. The cerebellum, which controls the body balance and postural control, gains three times in weight during the first year. The cerebrum also develops in the same year.
- **Physical proportion** : Head growth gradually slows down while the chest and limbs growth increases. Thus the infants slowly becomes less top heavy and appears more slender, though the head covers one-fourth of the body at birth.
- **Bones development** : The number of bones increases during infancy, particularly the first year of life. The soft spot on the skull closes by the age of two years.
- **Muscles and fat** : Muscles are not developed at birth. They grow slowly and are weak during infancy. On the contrary, fat tissues develop very rapidly during infancy mainly due to the fat content of milk, the main food of the baby.
- **Sense organ development** : By the age of three months the eye muscles of the baby are well developed and coordinated to enable him to see clearly and distinctly and also to see colours. Hearing capability also develops very rapidly during this time. Smell and taste which are well developed at birth continue to improve further during infancy. Infants respond quickly to touch stimuli because of the thin texture of their skin. They relate very well to pressure, pain and temperature.

Physical development
during infancy is very
rapid.

Physical features of an Infant :

The muscles of the new born infant are soft, small and uncontrolled. During the neonatal period bones are also soft and flexible. Both the muscles and bones however develop gradually. The skin is very soft. At birth the eyes of the baby are of one colour but they change— for example, white babies have blue-gray eyes but they gradually change to the permanent colour and infants who have dark skin have dark brown eyes but gradually they also change. The neck of the new born baby is very short and almost invisible and the skin is in thick folds but towards the end of infancy the neck

becomes proportionate to the body. The trunk region of the newborn is characterised by narrow shoulders and a large and bulging abdomen. After few months the shoulders broaden and after two years of age the infant's body becomes proportionate.

- **Physiological functions during infancy** : The fundamental physiological functions during infancy are eating, sleeping and elimination patterns.
- **Eating patterns** : Sucking movements are reflex and they occur when the new born is hungry. This sucking and swallowing continue till the baby is four/five months old. Therefore liquid food is provided during this time. Then biting starts and soon after chewing movement appears. These changes appear as a result of learning and gradual maturation. Another interesting observation is that when semisolid food is introduced to the child, he may refuse it even though he likes the taste. This is because he finds it difficult to adjust first to the semisolid and then to solid food. Likes or dislikes towards certain food develop during the second year as a result of prolonged eating patterns as found in early infancy period.
- **Sleep patterns** : There is lack of stability in the sleeping patterns of the new born infant. There are short waking periods after every two or three hours of sleep during the day while at night there are fewer and shorter waking periods. The posture of the new born during sleep is quite similar as the prenatal period but by the end of the first month after birth it changes. During the first three months waking during the day is balanced by sleep at night. Night sleep increases from $8\frac{1}{2}$ hours at three weeks to 10 hours at twelve weeks after birth, and this remains more or less constant for most part of infancy.
- **Patterns of elimination** : Elimination of waste materials (urine, stool) begins just a few hours after birth. Urination or defecation occurs when the new born is usually awake, within one hour after feeding. Bowel control generally starts when the baby is about six months old and urination control between the age of 15/16 months. By the end of two years bowel and bladder control set in except during times when the infant may be ill, tired or excited.

At birth the new born child's body balance and stability are not developed due to undeveloped autonomic nervous system but it improves with time and the child becomes stable by the end of infancy. The respiration rate as well as the heartbeat are more rapid at the neonatal stage and they become stable as the infant progresses in the developmental process.

- **Development of teeth :** On an average, the infant has four to six of the temporary set of teeth by the age of one year and sixteen by the age of two. The first teeth are the front ones or incisors and the last to appear are the molars. The four molars of the temporary set are usually seen in the first year of childhood.

Though the general pattern of growth and development is similar for all infants there are variations in regard to height, weight and different sensory capacities and also the other areas of physical development. The physical conditions of an infant depends much upon nutrition, sleep and also anxiety and stress of the child himself as well as that of the mother.

2. Motor Development :

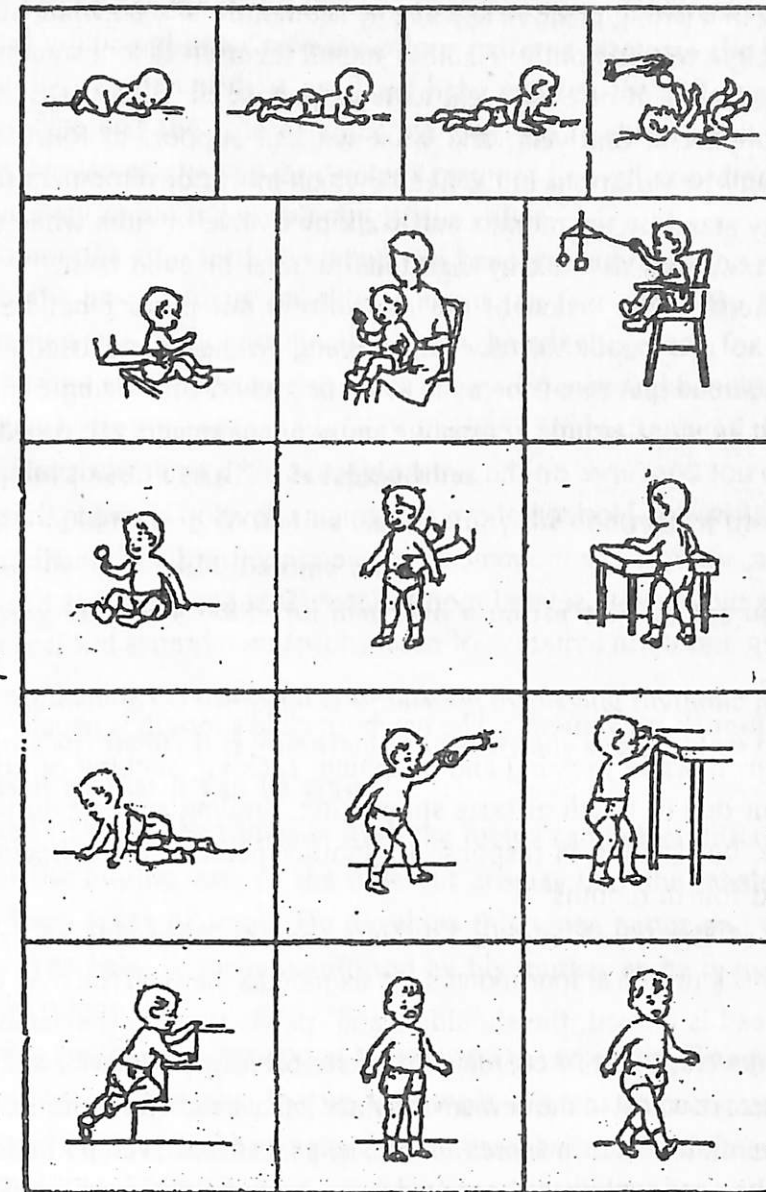
Motor abilities and special motor skills have played a very significant role in an individual's efforts to control over his natural and social environments. At first, after birth, the infant's body is in more or less constant position and this is true even during sleep. However, gradually after few weeks this random and meaningless movements becomes more coordinated resulting in control of muscles.

As a child grows, so does his motor control capacity develop. Because of the different changes that take place in the body, infants are able to develop their motor skills in more coordinated manner. The motor development during infancy can be studied under the following heads:

- **Head movement :** It is found that there is upward head movement when the neonatal baby is placed on its stomach. It also makes this movement when its nose is held or when a bright light is flashed on its eyes. Downward movement occurs less frequently than upward movement. The baby can move its face to the side in response to touch on cheek or during hunger or crying periods or when it is placed on its stomach. In the prone position babies can hold their heads erect at one month, and when lying on their backs at five months and when held in sitting position between four and six months.
- **Arm and leg movements :** A baby will immediately close his hands when its fingers or palm is touched. Arm movement can be evoked by pricking with blunt

*Piaget called the
 infancy period as
 sensory-motor stage.*

object or with a slight tap Leg movement can also be elicited by stimulating the foot. Rubbing face in response to any disturbing stimuli to nasal membranes also appear in the neonatal stage.



The Motor Sequence. (After Shirely, 1933)
 (From Child Behaviour and Development, B. Kuppaswamy)

By the end of second week, by kicking, the baby can shift its body.

By three months the infant tries to reach for objects like ball or toys hanging by lying on its back and can pick up small objects without random movements by one year. Moving in a sitting position appears by six months and crawling and creeping appear between eight to ten months. Babies can pull themselves to a standing position at about ten months, stand or even walk with support at eleven months or one year, stand without support at one year, and walk without support at fourteen months. However there may be variations in the age at which motor development takes place. Some infants may stand by ten months and walk by twelve months while others may stand by fifteen months and walk by eighteen months or even later.

- **Eye movement :** The vision of the newborn is not perfect but he is able to see light. The eye pupils narrow while going to sleep and become wide on awakening. The response of the eyes to a succession of moving objects begins about twelve hours after birth. Although the eye movements are coordinated, the two eyes do not converge on the same object at birth and this develops at about seven to eight weeks. Horizontal eye movements develop between the second and third months, vertical eye movements between the third and fourth months and circular eyes movements several months later. Tear secretion has been observed during crying and upon irritation of nasal (nose) membranes but it is not seen in the newborn.

- **Facial and mouth movement :** The newborn child's mouth is usually closed and he only opens it while yawning and coughing. Licking, sucking or compressing the lips occur due to touch or taste stimulation. Smiling appears during the first week of life, but smiling in response to another person's smile begins between the third and fourth months.

- **Movement of the trunk region :** Infants can roll from side to back at two months and back to side at four months. At six months they can roll over completely. When the head is moved, the shoulders and pelvis twist in the same direction.

3. Sensory development : According to experts, babies are born with well-developed senses that help them to adjust to the new environment infants, right from the neonatal stage gain a lot of information with their senses and this helps them to develop a bond with their parents and caretakers and explore things around them. According to Live Eliot, The sensory development during infancy is discussed below:

- **Sight :** By the eighth month the foetus can detect light inside the mother's womb. Depending on thickness of her fat and her muscle, and her clothing, enough natural light may seep in during the final two months of pregnancy. The newborn's vision is blurry and he can see things that are 10 inches away. Contrast colours including black and white and other primary colour patterns fascinate the infant. Within a first few hours after birth, a newborn baby can tell the difference between his mother's face and the face of someone else. He is able to follow a light with his eyes. However, the eye movements may not be well coordinated at first and each eye may move independently of the other.

At two months after birth the infant can keep a steady gaze on moving objects. By three months he can focus on objects about ten feet away. By five months the baby can develop eye-body coordination. Now he tries to reach for the object that he can see. Around six months he can focus at any distance and becomes able to master the idea of depth. By one year the infant's vision is almost same as that of an adult.

The infant's vision can be developed by

- (1) holding him close so that he can study the contrast of the mother's face—the colour of the eyes, skin, hairline etc,
- (2) laying him on a colourful mat with a mirror so that the baby can see his looks, and
- (3) strengthening his eye-hand coordination by playing rhythmic games like 'clap-clap' or 'open-shut- them'. It is important to identify any eye problem that may appear in infancy itself so that it can be cured.

- **Smell :** During the trimester itself the foetus can detect different smells from the food that the mother eats or the different aromas that she inhales. The baby is born with a keen sense of smell. He develops this sense better and earlier than the other senses. The baby is easily comforted by his mother as he is more used to the mother's body odour.

The infant continues to develop as he ages and the capability distinguishing different smells become gradually easier. By one year most infants can recognize the smells of other adults and children and begins to differentiate the smells of different foods. The sense of smell in an infant can become very keen if he is exposed to different fruits and flowers, aromatic flavourings etc.

● **Hearing** : Towards the twentieth week the foetus can detect sounds and by the end of the eighth month the unborn baby may also shift its position in response to external sound. Studies have shown that the neonate can discriminate between different speech sound. By 5 months the infant may be excited by hearing his own voice and the other person's responses may make him babble more. Around eight months he understands the meaning of many words and at about one year he is able to say few simple words even if they are not perfectly clear or pronounced. Speech development is dependent on the sense of hearing.

The sense of hearing can be developed well during infancy by making music with different toy instruments such as rattlers, shakers etc.

● **Sense of Touch** : Touch is a very interesting and most necessary of the five senses. It is this sense through which an infant learns about his environment and bonds with other people. Throughout life people use their sense of touch to learn, protect themselves from harm, relate to others and experience pleasure. The sense of touch continues to be active even if the other senses like sight and hearing become weak in old age. Positive touch from others is very necessary for an individual's health development.

It has been shown by different studies that the unborn child can be sensitive to touch. A new born is happiest with skin to skin contact. The baby loves to snuggle (very close contact) with his mother, and then he cries less, breathes better and can feed better. He can also find some differences in texture, shape and weight of objects by touching them with the mouth. At about six months of age the baby wants to touch and grasp everything within reach which will help him to learn about them. Once the baby starts crawling, he becomes capable of choosing what he wants to touch.

The sense of touch can be developed by massaging the baby, laying out different textured objects—stacking up different blocks, bath toys, mild sandpaper, and the mother must describe each one as the baby touches.

● **Sense of taste** : Taste is such a sensation which is produced in the mouth as a chemical reaction with reception of taste buds. Taste is the ability to respond to dissolved molecules and atoms called tastants. There are five primary taste sensations—salty, sour, sweet, bitter and umami.

A foetus's taste buds begin to form at about seven weeks after conception. The newborn infant has an undeniable sweet tooth and likes the taste of milk or milk based formula as it contains sugar. They do not like sour and bitter tastes. At about four months after birth the infant gradually develops a liking for salty food. Depending on the variety of foods that he is exposed to, taste preferences may vary. From 4 to 6 months infants readily accept the foods offered to them. In the infancy period itself the baby learns to recognize food by sight.

The infant's sense of taste can be developed by seating him at the dining table so that he can watch others eating. These will encourage him to try new food. Introducing different kinds of solid foods will promote pleasant eating experiences of the child.

4. Emotional development :

Emotions may be defined as psycho-physical states which tend to accompany muscular tension and verbal reports of pleasure or displeasure. Joy, elation, affection, delight, hope etc. may be classified as positive emotions while fear, extreme anxiety, anger, jealousy, disgust etc. are classified as negative emotions.

Emotions and feelings play a very important role during infancy and childhood. A individual's emotional development profoundly influence his personality and happiness as a person. Intense emotions disrupts actions and may lead to destructive behaviour. On the other hand emotions give zest and inspiration to life.

— — — — —
According to Watson,
love, fear and anger
are three primary
emotions of infant.
— — — — —

Bridges observed children from birth to over two years of age and found that infants as young as three months of age show definite signs of distress on one hand and delight on the other. At birth the emotions appear in simple, undifferentiated forms. With age, emotional responses become less random and more differentiated.

Watson also observed that the newborn infant displays three primary emotions:

(a) love in response to stroking the head, face etc,

(b) fear in response to loud noises or loss of support and

(c) anger in response to physical restraint. Watson also opined that all other emotional responses of an infant are built upon these primary emotions.

There are distinct differences of emotions between infancy and later periods. They are—

1. Emotions of infants are markedly different from those of adolescents or adults. They are brief in duration, though intense while they last. They appear frequently but are transitory and give way to other emotions when the baby's attention is distracted.
2. Emotions are more easily conditioned during infancy than at later ages. The reason for this is because the infant's intellectual abilities are very limited and they respond easily and quickly to different stimuli.
3. The infant's physical condition and conditions in the environment easily give rise to emotional behaviour in infants than older children. Infants who cry from anger or fear more frequently may be sickly or may be neglected or harshly treated by parents or others. Infants who exhibit pleasant emotions may be in better physical condition or may be in such an environment in which they feel protected.
4. Infants who are happy and show positive emotions can adjust better socially than those infants who show unpleasant emotions more frequently.

The common emotions of infancy are discussed below :

- **Anger** : The very common stimuli that give rise to anger in infants are when their attempted movements are restricted, not letting them do what they want to do, or not letting them make themselves understood. The anger emotion can typically be expressed as screaming, kicking, waving the arms or hitting anything within their reach. During the second year infants may also jump up and down, cry by sprawling on the floor etc.
- **Fear** : Loud noises commonly arouse fear in infants. The other conditions are strange persons, objects and situations, dark rooms, high places, animals etc. Any stimulus that is strange to the baby gives rise to fear, and the typical behaviour is withdrawing from the frightening stimulus accompanied by crying, whimpering, temporary holding of the breath, shivering etc.
- **Love or Affection** : A few weeks after birth love becomes a very important stimulus for the infant. It associates this emotion with the mother or anyone who takes care of its bodily needs or shows affection in any other way. Later, toys or even the family pet may become the love objects for the infant. Infants show their affection typically by hugging, patting and kissing the loved person or object.

- **Joy** : The emotion 'joy' is stimulated in infants mainly by physical well-being. By the end of the second or third month the infant reacts positively to being played with, being tickled or also by watching others. They express joy by smiling, laughing and by moving their arms and legs. They also coo, gurgle or even shout when they are extremely happy.
- **Curiosity** : Anything new or unusual arouses curiosity in infants, unless it is too strange to arouse fear. As fear subsides (waned) it is replaced by curiosity. This emotion is observed through the baby's facial expressions—tense facial muscles, opening of the mouth, protruding the tongue etc. Later, however, the infant tries to reach out to the object that has aroused curiosity and handle, shake, suck or bang it.

Some common emotional problems in infancy :

Some of the common emotional problems in infancy are due to :

- **Emotional deprivation** : Infants who are not given the opportunity to express their love, curiosity and joy suffer from physical problems also. If emotional deprivation is severe and prolonged, it restricts the secretion of the pituitary hormone. As a result the infant may suffer from "deprivation dwarfism." Emotional deprivation may also result in backwardness in motor abilities and hampers speech development. They also do not learn to establish social contacts or show affection towards others. They become listless (uninterested), depressed and indifferent, and develop nervous mannerisms like thumb-sucking.
- **Stress** : Prolonged fear or anger may result in stress in the child. Stress can cause changes in endocrine secretions and affect the body stability. This is reflected in eating and sleeping disorders, nervous mannerisms such as excessive thumb sucking, crying etc. The different causes of stress are poor health conditions, parental neglect, poor environmental conditions that hamper proper eating and sleeping habits also. Constant and close association with an intensely tense and nervous mother may be an important factor in this kind of behaviour of infants.
- **Too much affection and over protection** : Parents who are too protective or over demonstrative in their affection towards their children may often make them self-centred and selfish. Babies therefore expect the same kind of affection from

others but they do not show the same affection and they cannot interact well with others.

- **Dominant emotions** : Some times certain conditions in the child's environment encourage some emotions to be more pronounced and others to fade. For example, timidity may persist later on after infancy if a shy or fearful infant is exposed to too many strangers or too many frightening situations.

5. Speech development : Speech is the main medium of communication between individuals. To be able to communicate with others, all individuals must be capable of two functions –

- (a) the ability to understand the meaning of what others are trying to communicate.
- (b) to communicate to others what they can understand.

Communication can be in any form of language—written, spoken, gestures, postures, musical, artistic expression but the most common is the spoken form. The foundation of speaking is laid in infancy itself though the ability to understand clearly happens generally after two years.

Language is very closely associated with learning and memory. It has certain function such as :

- It is through language, learning and memory that a man is able to understand and gain knowledge about the environment.
- Language is basic to our culture, as the continuation of dynamic and advancing civilization depends on it.
- Language skills are intimately related to the solution of complex problems.
- It also provides ways to better social living as it enriches interaction between people.
- Language not only provides conventional symbols for certain concepts to be communicated to others but also helps in constructing even more complex concepts. Conceptualization and language skills are very closely associated.
- Language also directs thoughts and perception. It expresses one's emotion clearly.

Course of language development during infancy :

At birth the newborn utters the first 'cry of birth'. The crying and 'cooing' during the earliest part of infancy serve as the first mode of communication. These are sound patterns and they form the basis of language development. Within a few months after birth, the child makes a wide variety of sounds.

Babbling which occurs after few months is most important because speech develop from it eventually. Babies make vowel sounds like '0000' and 'aaaa'.

Language development involves the following :

- **Pronunciation** : The infant learns to pronounce words by the end of the first year, partly by trial and error but mainly by imitating parents and other adults. This is the second stage of language development. About the age of 10 to 13 months infants produce their first 'real' word. While they are only capable of producing a few single words at this time, it should be realized that they are able to understand more. Infants begin to understand language about twice as fast as they are able to produce it. Up to the age of eighteen months much of the baby's speech is not easily understood.
- **Vocabulary build up** : Infants learn the simple names of people and objects first, then verbs like 'give' and 'take', 'nice', 'good', 'naughty' etc. However they do not have idea about pronouns, prepositions and conjunctions. Vocabulary increases with age and maturation.
- **Sentences** : The infant's first "sentences" usually appear between twelve and eighteen months, and generally consists of one word accompanied by a bodily gesture. Gradually the infant uses more words in their sentences but gestures are still predominant through infancy and well into childhood. Around the age of two years the infants begin to produce short multiword sentences like "mother good" or "want more sweet."

6. Cognitive development : Cognitive development refers to the development of the capabilities of knowing, thinking, reasoning, understanding, remembering etc. Cognitive units include images, symbols, concepts etc. The famous Swiss psychologist Jean Piaget has made the most significant contribution in the study of cognitive development of children.

- **Images** retain in the mind the similarities and relations between significant elements of the child's experience. About 5 to 10% of infants can tell about different pictures which they have seen in the past. Dreams consist of images.
- **Symbols** represent objects, events or even actions. The most commonly used symbols are represented by signs, letters and numbers and infants gradually understand symbols.
- **Concepts** are abstract characteristics of objects, events or actions. For example, when an infant learns the word 'bird' it refers to a particular bird but gradually it represents the animal 'bird'. It is generalized. During infancy the child learns to form concepts. The development of concepts results from associations of meanings with objects, people and situations. Babies develop self-concepts by looking at themselves in mirrors. Towards late infancy they develop concepts of space but concepts about weight are not correct as they consider larger objects as heavier than smaller objects.

Cognition may be direct and indirect. Direct cognitive abilities refer to the processes that occurs when a child tries to solve a problem. Cognitive activities are indirect when the child engages in free associations, or refers to dreams. The behaviour of a normal baby shows that ability to form concepts develops very rapidly. He responds to people, objects and situations that have common elements between them and this helps him to form images and concepts.

The earliest perception of an infant happen through sensations of sight, hearing, touch, smell, and taste. Gradually as the child is able to acquire more motor coordination he learns more through handling whatever is within his reach.

By the end of the first year, manipulation of objects begins and the child tries to discover meanings in new things and situations. By the end of two years a baby begins to use words like 'who', 'what' and 'why' and as he hears the words with the associated demonstrations he tries to build up on the meanings he has already formed. This is how he makes simple generalizations. As the infant grows into a child and later a adolescent, new meanings will be added to the foundations laid at infancy. Because of limited intelligence, an infant judges an act as right or wrong in terms of the pleasure or pain it brings. He also does not have any sense of guilt.

Piaget's Theory of Cognitive development :

Jean Piaget, the famous psychologist formulated a famous theory of intellectual development in children, which helps to understand how thinking in a child develops. According to him two intellectual traits characterise children's thoughts- "realism" and "animism". The small infant

cannot distinguish clearly between himself and the other things. In early infancy the child also is not able to distinguish much between the physical things and psychological feelings and therefore tends to get confused with reality. According to Piaget, realism is the tendency of the child to treat thoughts and dreams as physical events and the tendency of the child to give psychological attributes to physical objects is called animism. The child believes that the button, shirt, furniture etc. all have feelings of pleasure and pain as he considers them to be animate. On the basis of his studies Piaget suggested **four stages** in the developmental process of a child's thoughts -

- (a) Any object can be conscious and if is moved, it can feel.
- (b) Any thing which possesses some kind of movement, like a bicycle, or even the wind, may feel.
- (c) Any object that can spontaneously move like the sun or moon are conscious.
- (d) Finally, only people or animal can be conscious. This happens mainly during childhood.

According to Piaget the basis of behaviour starts through sensations and this stage is therefore called by him as the sensory-motor stage. He emphasized that the sensory-motor experiences have significant and probably irreversible effects on his later life.

Piaget described that between one and half years to 2 years an infant starts understanding that objects have substance, occupy space and are permanent. He gradually can find differences between himself and other people and things in the environment. The child also becomes aware of the relationships between different objects and can understand about mass, weight and volume of things. All these capabilities depend on the mental age rather than the chronological age. In other words, the cognitive

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*Jean Piaget made
 significant contribution
 in the study of
 cognitive development
 of children*
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development determines the infant's ability to think, understand and manipulate things in his surrounding.

Personality development during infancy :

Many psychologists refer to the infancy period as a 'critical period' in the development of personality because at this time the foundations of behaviour are laid upon which the adult personality will be based on. This is observed as—

- An infant seeks utmost love and affection from his parents. When babies experience pleasant emotions they smile more often and are more calm and happy but emotional deprivation due to parental neglect give rise to certain unpleasant behaviour patterns which continue later on in life.
- An infant's environment is exclusively the home and because the mother is the most constant companion, the mother's behaviour and the relationship that the baby shares with her has a profoundly significant influence on his personality development.
- As the infant grows and develops over protectiveness on the part of the parents is especially harmful for the development of the baby's personality.
- Due to sex differences different traits in personality start to appear as early as the first year itself. It is found that different environment are created for boys and for girls and these greatly influence personality development in later life.
- Early experiences are very important in shaping the personality pattern of an individual. Personality pattern remains more or less the same from infancy to adult life. Young children who are shy since infancy will try to avoid situations that would make them feel self conscious. As a result the trait of shyness become stronger as time passes.

Problems of Infancy:

Infancy being the first period of life after birth, foundations of most physical and psychological growth are laid in this period. But there also some problems in this period. Some of the them are—

● **Physical problems :** Physical problems are quite common during infancy, some of them are serious, for the prematurely born. Greater mortality therefore occurs particularly during the first three months. In India the rate of infantile mortality is considerably high even today.

Mortality : During the first year of infancy, death usually occurs due to serious illness. Sometimes babies who suffer from certain birth defects or those whose general physical condition is poor at birth may also die. Illnesses like respiratory or gastrointestinal complications suffered during infancy often become persistent later in life.

Therefore prompt diagnosis and proper medical care are necessary to prevent serious harm because even if common problems like cold and cough are neglected serious disturbances can develop rapidly especially ear infections. Prolonged illness may interfere normal physical growth and this often lead to many behaviour problems.

Accidents : Even though babies are well protected, accidents especially during the second year may lead to permanent damage. Blows on the head or cuts may leave permanent scars and more importantly may leave psychological scars. Babies can become fearful or may develop a general timidity due to frequent accidents.

Malnutrition : Malnutrition due to inadequate food intake or due to unbalanced diet can adversely affect both physical and mental development. It often leads to stunted growth, bowed legs and frequent illnesses.

As the brain develops rapidly during infancy, malnutrition can impair it seriously and if normal brain growth and development is hampered, children do not develop their intellectual potential. Even when they grow older they are not able to do the intellectual work that they might have done had they regularly ate balanced diet.

Obesity : Parents often think that fat babies are healthiest, but this is not true. Medical studies have proved that if babies are overfed and they become overweight they are likely to have obesity problem later in life. Many may also suffer from diabetes and heart disease as they grow older.

Physical habits : Many physiological habits of eating, sleeping and eliminating are permanently established during infancy. Infants who engage in thumb sucking for

long periods show signs of tenseness. Continuous crying or loud noise tension keep help them awake for longer periods and as a result, inadequate sleep can definitely make them tense and cranky. Proper toilet training is also necessary. Too early or too late toilet training results in irregularity and also motivation on the infant's part. Bedwetting is also observed when toilet training is not properly timed.

- **Psychological problems** : Psychological problems emerge in infancy itself. In some infants, if motor development is delayed or hampered they are at great disadvantage. Parental pressure to achieve motor control and skills may develop negative attitude in infants and this may lead to psychological problems.
- **Speech problem** : Delayed speech development is very serious in infancy and early childhood as foundations of communication are laid during this period. Low intelligence, lack of stimulation curb the early attempts to speak. As a result when babies lag behind their age mates in speech development they are sometimes ridiculed. Mispronunciation of words during infancy if continuously repeated may produce incorrect auditory image later in life. Friends may make fun of a child when he talks like small infants resulting in dissatisfaction for the child.
- **Social problems** : When a child is not provided wider opportunities of social interaction during infancy itself, it makes the child ego-centric and this may lead to the development of introversion. This deprivation of social contacts hampers the development of positive social attitudes which affect the pattern of socialization. Unfavourable social attitudes cultivated in infancy make individuals to be less socially well adjusted as they grow older.
- **Problems related with play** : Sometimes toys used by infants may cause harm to them physically. So toys with blunt edges must be given.
— Nowadays babies are also found spending their time watching the television. As a result, they are deprived from playing with toys—this hampers in experimenting and developing new creations.
- **Family-relationship problems** : For the infant the home environment is his only social environment. So family relationships constitute the basis of different social relationships in later life. Unfavourable relationships between parents or if the baby is separated from the mother for long periods, it develops feelings of

insecurity in him. He also does not experience the satisfaction and pleasure that emerge from close intense relationship between him and his parents, especially his mother. As a result he tends to feel unloved and rejected. This may occur as early as in the second year after birth and it lays the foundation of defective social relationship in future.

QUESTIONS

1. Fill in the blanks :

- (a) Infancy is the — stage of life after birth (first).
- (b) Development of the brain is — during the first two years of life. (greatest)
- (c) There is lack of — in the sleeping patterns of the new born. (stability)
- (d) The sense of touch continues to be — even if the other senses like sight and hearing becomes weak in old age (active)
- (e) The common emotions of infancy are —, — and — (love, fear and anger)

2. State true or false :

- (a) Infancy is a 'foundation age' because many behaviour patterns, attitudes and emotional expressions are established at this stage (true)
- (b) The infant does not show any willingness to become a part of the social group. (false)
- (c) Infancy is a period of rapid growth and development. (true)
- (d) On an average an infant has 16 of the temporary teeth by the age of two years (true).
- (e) Parents should be too protective towards their children (false)

3. Answer in one sentence :

- (a) What is infancy?
- (b) Why is infancy called a 'foundation age'?
- (c) What are the main emotions of infancy according to Watson?
- (d) When do infants learn to pronounce words?
- (e) Who was Jean Piaget?
- (f) What was Jean Piaget famous for?

4. Write in brief about :

- (a) Physical development during infancy.
 - (b) Sleeping pattern of infants.
 - (c) Patterns of elimination during infancy.
 - (d) Emotional development of infants.
 - (e) Common emotional problems in infancy.
 - (f) Course of language development during infancy.
5. Explain the infancy period with its characteristic details.
 6. Discuss the physical and motor development of infancy.
 7. Write about the sensory development from birth to 2 years.
 8. What are the main emotions of infants. Discuss the common emotional problems of infancy.
 9. Why is speech development important during infancy. Explain the course of language development of infants.
 10. Explain Jean Piaget's Theory of Cognitive Development during infancy.

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Unit-3

Development During Childhood

- EMOTIONAL DEVELOPMENT-COMMON EMOTIONAL PATTERNS, EMOTIONAL CONTROL
- SOCIAL DEVELOPMENT DURING EARLY CHILDHOOD, INFLUENCE OF FAMILY AND SCHOOL IN THE PROCESS OF SOCIALIZATION.
- PERSONALITY DEVELOPMENT-INFLUENCE OF FAMILY AND SCHOOL ON PERSONALITY DEVELOPMENT.

Introduction :

Childhood is a considerably long period — from a time after infancy, a time of relative helplessness to the pre-adolescence period, when an individual is about eleven to twelve years of age, when the individual becomes more or less self dependent. During this period, remarkably pronounced physical and psychological changes occur. Most of the behavioural patterns of an individual get set during childhood, though some of them start at infancy itself.

To many parents, childhood is considered as a 'trouble-some age' as the children are no longer willing to abide by the 'do's and 'don'ts dictated to them by the parents or teachers. Children are often found to be more influenced by their peers than by elders.

For better study and understanding, the childhood period is subdivided into two separate periods—early childhood and late childhood. As the learning pattern and socio-cultural needs and expectations are different in each stage, the early childhood is quite distinct from late childhood.

Early childhood begins when the infancy period end, i.e. at two years and extends upto six years of age, and late childhood starts at six years and continues upto the time when the child becomes sexually mature (at the age of 11/12 years)

Childhood is such a period which brings many memories until one dies. During this stage a child is more creative and inquisitive. Childhood can be considered as the foundation of adolescence and adulthood.

General Characteristics of Childhood :

The prominent characteristics of childhood are as follows :

- **Physical growth pattern :** During early childhood external physical growth slows down as compared to infancy, but the internal organs like the heart, lungs, digestive system etc develop rapidly. The body becomes more stable. Towards the end of childhood however, marked physical changes take place in the individual when signs of puberty shows.
- **Emotional behaviour pattern :** Children try to become more independent but when they are not allowed to do as they wish, they become obstinate, stubborn, disobedient and antagonistic. This affects their sleep and they suffer from bad dreams. During late childhood, children, particularly boys, become careless about their appearance and their possessions. Most of them are not tidy and do not like to follow rules unless they are scolded or punished by their parents.
- **Intellectual ability :** During childhood children's intellectual development is quite marked. Capacity of remembering, imagining, reasoning, creativity and the ability to associate meanings also develop, particularly in late childhood. The achievement behaviour in childhood is highly correlated with the achievement behaviour in adults. If one child develops the habit of over achieving in his class than his classmates, this will most often persist in his adult life. This habit is not confined to studies alone but in other fields also.
- **Social development :** Social development of a child starts at the infancy stage and takes on a new turn as he begins to go to school. The build up of active social interaction occurs from the pre-primary education level. At the age of 6+ years when the child enters the first standard, he has to adjust with new

demands and expectations. According to Piaget, the cognitive structure and behaviour of a child are modified by new concepts and experiences.

- **Development of learning skills :** Psychologists have explained that childhood is the 'golden age' for learning different skills. These skills help the child to be independent, play with their peers and to develop healthy personality patterns. But it should be remembered that specific skill development should not begin before the child is ready to learn and that several skills should not be taught at the same time.
- **Playfulness :** Childhood is the stage of play. The tendency to play is present in all stages but it is very prominent during childhood. It is often observed that in early childhood, children play with toys and dolls and during late childhood they like to engage in games and sports. This helps to make the child more social and develop the qualities like loyalty, self discipline, friendship, cooperation and healthy competition.
- **Spirit of gang loyalty :** Group loyalty or gang loyalty has special significance for every child. Children form their own groups, particularly in the late childhood stage. Their main concern is acceptance by their peers (same age mates). Children set the rules of their groups and are willing to conform to these in terms of appearance, speech or behaviour.
- **Homo-sexuality :** During the childhood period, children like to associate with the same sex peers—i.e., boys like to be with boys and girls like to be with girls, with one often ridiculing the other. In families it is often observed that siblings of both sexes' (brothers and sisters) fights are very common. Even while forming groups, boys prefer all-boys groups and girls form all-girls groups.
- **Development of diverse interest :** The innate tendencies of the child get new direction during childhood. Though it starts from early childhood, the child's interest in specific areas of activities become more pronounced during late childhood. These areas may be music, dance drawing and painting, writing, reading etc.
- **Development of creative ability :** During childhood, the child gradually

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- *One important characteristic of childhood is gang loyalty*
- *Members of childhood 'gangs' are of the same sex.*

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transforms from a blind imitator and passive listener into an individual with independent thought, feeling and work. Signs of this ability starts in late infancy, but manifestation of these abilities occur more in childhood.

- **Development of self-help skills :** Early childhood is an ideal stage for learning different skills. This is mainly because,
 - (a) they are physically and mentally more pliable and so can learn easily and quickly,
 - (b) They like to repeat their activities. and as a result acquire the skill better and,
 - (c) they are somewhat fearless and more adventurous. However, what types of skills children learn largely depend on their maturation level and the opportunities they get from their environment.

Some of the common skills they learn in early childhood are bathing, dressing, feeding, toilet habits etc, climbing, skipping, jumping, throwing and catching balls, swimming etc.

During late childhood more than the type of skills learnt, it is the level of perfection of these skills that is more significant. More often it is also observed that there are marked differences between the type of skills learnt by boys and those learnt by girls. Girls usually develop skills like sewing, weaving, painting, cooking etc. while boys develop skills like kicking a football, hammering, carpentry, assembling different parts of machines etc. Development of self-help skills also depends a lot on the socio-economic status of the family. Children belonging to upper socio-economic level learn fewer skills than those belonging to lower socio-economic level as they are more attended upon by their parents and other care takers than children from low socio-economic status.

- **Development of social-help skills :** Childhood, particularly, late childhood is a state when the children develop social-help skills. Children gradually acquire the capacities to help parents in domestic work at home like sweeping, dusting, setting the table, emptying waste baskets, putting away their playthings in proper places, making beds etc.

At school the children help the teacher by tidying up playthings and notebooks in the allotted places, emptying wastepaper baskets etc.

- **Development of sense of curiosity :** During early childhood, the children

become curious to know the 'whats', 'hows', 'where' and 'when' of every unusual and interesting or rare objects. The children ask questions and satisfactory answers provide mental satisfaction. The sense of curiosity indicates the intellectual development; children's maturation level becomes higher and as result they associate new meanings to old concepts.

Developmental Aspects During Childhood :

Childhood is the second stage of growth and development after birth. This is considered as the stage of schooling—pre-primary and primary as it includes the age from 2 years to 6 years (early childhood) and 6 years to 11/12 (late childhood). During childhood, different developmental features are also manifested. The developmental aspects of childhood are discussed below :

- **Physical development :** Physical development during childhood is described under the following heads—

Height and weight : As has already been mentioned earlier, physical growth progresses at a slower pace in childhood as compared with the rapid growth of infancy. In early childhood, i.e., by the age of six years, the average child's height is about little less than 4 feet. (46.6 inches) and his weight is about seven times his weight at birth. During late childhood the child grows about 2–3 inches annually. The weight also increases but this increase vary a lot in every child.

Body proportions : The body proportion of the child during early childhood changes significantly from infancy. The 'chubby baby face' gradually disappears; the neck becomes longer, chin becomes more prominent, and the abdomen becomes flatter than the infancy period. During late childhood, though, the head is considerably large in proportion to the other parts of the body, the mouth and jaw become larger, the forehead becomes broader and flatter; the chest becomes broader, the nose becomes shapely and the lips take definite shape. In late childhood the neck still elongates than early childhood, arms and legs become elongated and the hands and feet also grow larger, but slowly.

Bones and muscles : The bones and muscles become stronger and larger as

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- *Childhood is the period between infancy and adolescence.*
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early childhood progresses and though they may look thinner, they are heavier. During late childhood the fat tissues develop. At this stage children can look slender, muscular or fat as per the development of their muscles and fat.

Teeth : After about six months from the end of infancy, the last four of the baby teeth appear and towards the end of the early childhood and into late childhood period the baby teeth begin to fall and the permanent teeth start to appear. At the end of the late childhood period and by the onset of puberty a child usually has twenty eight permanent teeth. The last four teeth (wisdom teeth) of the permanent set appear during adolescence or in early adulthood.

● **Motor development :** Motor development and strength of children increase with age. The term 'motor development' refers to physical skills that use large body movements, normally involving bones and muscles. This is studied as :-

Early childhood :

- Between ages 2 and 6 the children develop the ability to walk properly and by the time they are five to six years old, they learn to hop, skip, jump and can also ride a tricycle.
- Children between 3 to 4 years can climb stairs and may sometime need assistance to prevent falls. During early childhood children can also learn swimming or can balance their body on rails. Many can even hop on one foot for short period of time.
- By the age of 3 to 4 years children develop better upper body mobility. As a result, their catching and throwing a ball also improve in speed and accuracy. In addition they can hit a stationary ball with a bat. As whole body coordination improves, they can easily kick a larger ball placed directly in front of their bodies.
- By the age of 4 to 6 years children refine their motor skills. Their running, skipping, jumping etc. continue to smooth out and increase in speed. They have more control when riding their tricycles or bicycles and can ride faster. Children begin to master new types of physical play such as the see-saw, slide or swing.
- During early childhood there is the tendency to learn skills with one hand as the dominant hand in preference to the other. This can be shifted in early childhood but as time passes by, the shift from one hand to another becomes difficult as use of one dominant hand becomes more firmly established. In today's age, 5

to 6 year olds like to participate in physical activities such as karate, gymnastics, or dance.

- By the age of 2 to 3 years children can create things with their hands. They can insert objects into matching spaces such as round pegs in round holes. By 3 to 4 years children start to manipulate zippers on their trousers and learn to dress or undress themselves. They continue to refine their eating skills and learn to use spoons and forks. Children of this age use large writing instruments like fat crayons and by the age of 4 to 6 years, their artistic skills improve and they can draw simple figures like circles, squares and different alphabets and numbers. They are also able to use paints and crayons with better control.

Late childhood : In late childhood motor skills in children become more and more developed due to marked development of muscles and nervous system. In addition skills development also depends on the opportunities they get.

- During late childhood most children become predominantly right or left-handed. The motor activities become even more coordinated and subtle than in early childhood.
- From 7 to 10 years children use pencil instead of crayons and their hand writing becomes smaller with definite form.
- At the age of 10 or 11 years most children can learn to play different sports and become efficient in running, jumping, cycling etc. These activities are a source of pleasure and sense of achievement.
- Towards the end of childhood, children begin to show different motor activities which resemble adult abilities.
- Children at this stage begin to assert more complex movement and start to produce good quality crafts or play a difficult song or make different dance moves.
- During late childhood, the children develop the ability to sit or stand for longer periods of time.
- It is very important that children at this stage particularly, are kept busy in different physical activities so that their muscles are further developed and their motor skills become more refined.

● **Emotional Development :** During childhood, emotions are quite intense

particularly in early childhood period. The emotional development has a profound influence on the happiness or sorrow of a child. From the third to the sixth year the child goes through a very critical period according to Sigmund Freud. They experience most of the emotions as those of adults.

The emotional development of childhood is discussed below :

Early childhood : During early childhood emotions in a child are quickly aroused but at the same time these emotional outbursts are short lived. This is mainly because the endocrine glands are not well developed in the young children. In early childhood many factors influence the intensity and frequency of emotions and it is observed that some emotions are intense at early childhood than at others. For example, anger is quite severe between the age of two and four after which they 'subside' and the duration become shorter. Fear also has a similar pattern. Some of the common emotions during early childhood are :

- **Fear :** Fear is mostly developed by maturation and learning. Though fear starts in infancy itself it is more expressed from early childhood. This is mainly due to the sensory development. For example, children below the age of 3/4 years are not afraid of dogs; snakes etc. But gradually they become aware of the danger arising out of these animals or other strange objects. Moreover, conditioning, imitation and memories of unpleasant experiences also play important roles in arousing fear in early childhood (Jones and Jones). During infancy, children are afraid of loud noise, falling or loss of support etc. Those fears usually disappear by the end of early childhood and instead stories, pictures, radio or television programmes, movies arouse fear in children. A child's first response in such cases is panic followed by hiding, crying, running away and they always avoid frightening situations. From the fourth year, loneliness, imaginary creatures, recalling dreams also cause fear to a great extent.

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- *Fear is mostly developed by learning and maturation.*
- *Curiosity is very pronounced in children.*

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- **Anger :** Regarding anger also, maturation and learning play an important role in its development. Restraint of bodily movements of children and interference with their activities make them angry easily. A child also becomes angry if he is attacked by another child. Anger is again used by young children as an attention-drawing tactic. Anger is expressed through crying and screaming, kicking stamping on the floor, striking etc. However in early childhood, anger lasts only of a brief time and there are no after effects. But as age increases the overt (obvious) expressions of anger are replaced by sulking.
- **Jealousy :** These emotions arise when the child feels insecure, when he thinks that parental attention for him is divided and shifting towards someone else, usually his sibling (s). In early childhood, envy and jealousy are overly expressed by snatching toys and other things from the other child. The most common way of showing envy is also by wanting to have what the other sibling or peer possesses. Children express jealousy through some behaviour patterns like bed-wetting, pretending to be ill or some naughty mannerisms.
- **Joy :** A child expresses joy from the age of one year itself and towards the end of infancy it becomes very clear. Children are joyful when there is physical well-being or satisfaction of their physical needs. They also derive joy from noisy play and by playing pranks on others. They express their joy by smiling, laughing, clapping their hands, jumping, hugging an object (toy) or the mother.
- **Love and affection :** Love or affection is a very important emotion for children. In early childhood, children are spontaneous and uncontrolled in their expression of love. Affection is usually directed towards family members particularly the mother, and also towards pets. Hugging, kissing parents, patting etc. are very commonly observed in small children.
- **Curiosity :** This is very pronounced in children. Children particularly in early childhood, show curiosity about anything different or new. They are also curious about their body parts and those of others. Berlyne found that young children of 5 years of age engage in playful manipulation of different objects out of curiosity.

Late childhood.

In late childhood the emotional patterns of children become somewhat different from those of early childhood. Firstly the situations are different that arouse the emotions and secondly the emotional expressions are different from those of early childhood.

- It is very clearly observed that from late childhood onward, children learn to control their emotions particularly outside the home. They learn that expressions of unpleasant emotions are not socially desirable. Their peers consider temper tantrums as very immature behaviour, showing fear as cowardly or jealousy as bad sportsmanship.
- Children usually express pleasant emotions at this stage. They often laugh loudly, jump or roll on the floor in joy; though these behaviour patterns are considered to be immature by adults they are indicative of the children's happy mental condition.
- Children occasionally show sudden outbursts of temper. Towards the end of late childhood they express their anger by sulking, moodiness etc. They gradually become sensitive and angry when others ridicule them or make derogatory remarks about them.
- Boys and girls show somewhat different emotions from this period. Boys show anger and curiosity and girls often display fear, worry, and love. These emotions of both boys and girls are considered sex-appropriate. It is also sometimes observed that the more popular children show less anxiety and jealousy than those who are not popular.
- There are few times when children exhibit intense emotions. Such emotionality is due to physical or environmental factors. For example, if a child is ill, he usually shows irritation on simple matters and generally becomes difficult to deal with. Towards the end of childhood and onset of puberty children's emotionality is intense.

Regarding environmental factors, children's emotional behaviour becomes intense when they find difficulty in adjusting to new or strange situations. But in general, late childhood is a period when children are calm emotionally and do not usually show signs of frustration.

Emotional control during childhood.

During childhood especially in the early period emotions tend to be intense; children do not control their emotional outbursts. When a child is angry he behaves in random and meaningless way. However this kind of behaviour is quite brief and transitory.

- More often family environment influences the child's emotional behaviour. In a small family each child wants more attention from the parents, show more jealousy towards the sibling it is also often observed that in large families where children usually do not receive much attention from parents, a child may have the feeling of envy towards the material possessions of another child. Sometimes a first-born child may show jealousy towards the young child.
- Emotional outbursts of younger 'childish' are tolerated by adults but the same kind of behaviour in late childhood or adolescence is termed as 'children' and is often not approved.
- In late childhood a child learns to control his fear, anger, anxiety, jealousy etc. as he realises that frequent emotional outbursts incurs the displeasure of parents, teachers and others. The child becomes very conscious of peer approvals and therefore tries to eliminate those emotional outbursts that may make him unpopular. He feels motivated by the attitudes and behaviour of certain significant people of his life and this also helps to control his emotions.
- Sometimes a child tries to express his emotions by imitation. If his friends and peers fight when they are angry, then he will also fight. Therefore he should be guided properly by parents and teachers so that unsocial behaviour is kept within control.
- During childhood, assertive behaviour or 'bossiness' begins to show and this is more pronounced in girls. In addition, when children are more confined to their own homes and do not get opportunities to freely interact with more people they become more selfish and self-centred. However, in most children, this reduces towards the end of late childhood.
- In late childhood, children try to control their emotional outbursts by strenuous play or by laughing or crying out loud. This way of behaving becomes a kind of new habit for older children to express their emotional expressions. Parents can effectively teach their children to **manage** their emotions by helping them

to process, identify and express them. Encouraging children to openly discuss the emotion arousing situation can also help in understanding what they are feeling.

→ **For controlling anger certain steps are important, like,**

- (a) Let the child understand that anger is a natural emotion and sometimes there may be feelings of revenge also, but acting out of anger, hurting others are not accepted.
- (b) The child's questions must be answered openly and honestly, considering his developmental age.
- (c) Teaching the child to be relaxed and enjoy the activity that he does.
- (d) Understand and encourage the child to talk about his fears or sense of loss.
- (e) If the age permits, let the child get involved in volunteer work or community service so that he understands about others injury and sufferings.

Social Development.

One of the significant characteristics of childhood is social development, i.e. acquiring the skill needed to become a member of a group. Children start talking and interacting more with others as they grow older. When young children enjoy their contacts with others, their attitudes towards those people will become favourable in future and if the social contacts with certain people are not enjoyable, then such contacts are not favourable in future. Children who get the opportunity of interacting with a larger number of people, gain social knowledge and develop socially than children who have limited social interaction. It is again observed that during childhood, children usually like to associate themselves with members of same sex, i.e. boys interact more with boys and girls with girls.

Social development in early childhood

Social development starts in infancy but it becomes pronounced from childhood. With increasing age the child expands his social interactions to parents and relatives, friends and peers, teachers and others. The young child wants and needs the companionship of adults and other children. Social acceptability becomes a very important goal in the child's life.

In infancy children are more or less egocentric concerned with the satisfaction of their immediate physical needs but gradually their social needs which first starts with the interaction between and mothers become important children.

- At the start of early childhood period (2-3 years) children show interest in watching other children play but himself play independently.
- Then comes a period when children gradually start engaging in play activities with other children. This is called 'associative play'. As social contacts increase, children engage in play activities by becoming a part of a group. This is called 'cooperative play.'
- Children learn to socialize mainly by watching others make social contacts. By four years they feel the necessity to be part of a group and towards the end of early childhood they try to refine their behaviour to make them more acceptable by the group.
- Children mostly imitates the behaviour and attitudes of parents as they admire them and want to be like them. The urge to establish social contacts and enjoy the associations with others become quite obvious in early childhood.
- As early as four years children understand the importance of group life. As with each passing year the number of social contacts increase, children becomes more socially active. The early childhood is called the 'pregang age'. Their day-to-day experiences teach them what patterns of behaviour are socially approved and what are not.
- During early childhood 'friends' are usually playmates. It is only towards the end of this period that children sometimes express their feelings and interests to their favourite playmates and they become friends in true sense.
- Children generally choose companions of their own age and the same levels of mental development who can do the same type of activities. In selecting friends they always consider the same traits (as they have) in their playmates.
- During early childhood those children assume leadership who are physically stronger slightly older in age and are more intelligent. The leaders usually offer suggestions to the other children or are dominant over others.
- In early childhood children (2-3 years) mostly use toys in one form or another in their play activities and they attribute certain qualities to their toys. But towards the end of early childhood they lose interest in playing with toys and regard such activities as 'babyish.' The play interests during early childhood are very much influenced by their maturation level. Besides this, their interests are also determined by the socio-economic status of the family.

Play activities during early childhood develop motor and communication skills in children. They also become more creative. All these qualities and skills help the children to become more social. Through language development there is marked improvement in the social skills in children.

Bridges described three stages of social development of young children.

- (a) The first stage is the dependent stage when the child is dependent on adults and accepts help.
- (b) At about three years, the child resists help from adults and does not follow what he is told to do
- (c) During the period of 4-6 years there appears a sense of cooperativeness and friendliness in children and from then on, favourable social development takes place in children under favourable environmental conditions.

Late Childhood.

- Late childhood is often called 'gang age' because in this stage children show a strong desire to be associated with a group. They do not like to play alone but always want to be part of a group, engage in peer activities and feel lonely and unhappy when they are not with their 'friends'.
- This characteristic of belonging to a group shows that the child is very conscious of his social status. Between the age of 6-12 years, friendships are easily made and also easily broken. Children form groups mainly to have fun. This is a strikingly different characteristic from an adolescent gang.
- Children's gangs do not comprise of members of the opposite sex. Boys form groups of boys and girls of girls. The level of development and abilities and interests of all the members are similar. Gang loyalty is intense and more often children are influenced by their peers than by their parents. However quarrels and fights are frequent within the group but these are mostly temporary. If the strained relationship between members persists, then the child who becomes the target of the majority is made to feel unwanted and may be dropped from the gang.
- Towards the end of late childhood the gangs become more organized. The most popular member usually becomes the 'leader' of the group. Psychologists and sociologists have observed that children who grow up in favourable home environment become more accepted in the social groups or 'gangs' than children

from unfavourable social environment of their homes. The more the social skills and social competence of children, the more they are knowledgeable about how to make friends. The 'leaders' who have admirable personality traits like cooperativeness, generosity, honesty etc. are respected by the whole group. But those who become authoritarian and become despotic soon lose their leadership.

- During late childhood children usually get less play time as they have more academic and home duties. They spend whatever free time they get with their friends and play different games like cricket, football, badminton, basketball, chess etc. They also like to engage themselves in watching television, play video games when they are not with their peers and later 'discuss' the matters with them. Through playing with friends, children develop many social skills that enable them to interact favourably with their group members as well as with parents and other people.

Role of Family in the Socialization of Children.

- The family is the foremost agent of socializing a child. Social maturity of a child is an essential requisite for his harmonious adjustment in the society. Social acceptability is a goal for everyone and this should be recognized and promoted by parents at home.
- Right from infancy the child wants his mother to satisfy his various needs. The presence of the mother becomes a social need for the child. Gradually in early childhood the child not only is influenced by his parents but also influences them. He seeks to develop social skills and attitudes and continuously tries to expand his social contacts by first interacting with his family members.
- The family help the children to imbibe the culture and develop a social identity. The family members provide companionship, love and security to the children and this provides the foundations for personality development. They learn to perform different social functions within the family.
- Family is the first institution that trains the children for groups life. Mutual affection, trust and distribution of responsibilities socialise the children and they learn to participate and shoulder responsibility in the society.
- The family provides the basic psychological support to the children. If not, they

could become depressed, withdrawn, aggressive or may develop criminal tendencies. By providing love and affection, taking care of their needs, the parents and family members can encourage their children to express their feelings and emotions and help to develop balanced personality. They learn to control their anger, overcome fear and depression and enjoy a sense of safety and security.

Socialization occurs when one learns to become a member of the society by gaining the skills, values, behaviours and habits of the culture that one is living in. Children learn by listening and watching what their family members around them do and then imitates those actions to become a members of society.

- *The family is the foremost agent of socializing children.*
- *The family teaches the children about the social customs, mores, norms and traditions.*

- Since children spend most of their time interacting with family members, the family unit has the greatest impact on the socialization of the child.
- The ability to speak a language first starts in the family. The children learn the language of their parents by imitating the sounds and then understanding the meaning of the words. This helps to develop communication skills later.
- It is through the family that children learn about social customs, mores, traditions and norms. The family also exercises social control over the children; this helps to develop the sense of good judgement and social responsibility in children to make them proper citizens.
- The family performs educational functions also. The first alphabet and numbers are learnt at home. The mother is the first teacher and she teaches the children about discipline, obedience, manners etc. At present many educational functions are carried out in the school as the children as young as 2 years go to school. But the family still continues to play an important role in providing the first lessons to the child.
- The family is the centre of all religious activities. The children learn to observe different religious rites, rituals and practices. The transmission of religious beliefs from the parents to the children helps to develop many values in children.

- The family also performs several recreational functions. Infact, earlier, the family was the only centre of recreation. During infancy itself, the parents and other relatives play with the children and later in childhood telling them stories, singing, dancing, playing outdoor and indoor games keep the children happy. Recreation is now mainly organized in clubs, fields etc. and though the family-wise participation is decreasing, still its importance in providing recreation to the children cannot be ignored.
- The family is also a primary economic unit. In the earlier times things were produced only in the family by all the members but now though most of the goods are produced outside, economic management of the parents train the children with better judgement of earning, saving and spending.

In short, it can therefore said that children learn about social conventions and traditions and develop moral and other values through the process of socialization, much of which involve parenting. This process is complex inter play of genetic and socio-cultural factors. Socialization occurs in different levels marked by different aspects of the parent-children relationship and different underlying factors. Each level requires different functions and actions of the parents that must be suitable to the children's age, interests and development. Children need to experience their parents as supportive and understanding so that they develop as responsible social beings.

Influence of School in Socialization Process :

The school is a primary transmitter of information and knowledge. Today the school has taken over many of the functions of the family of the earlier times. Children spend a lot of their time in the care of teachers who help them to develop into a smart, confident and respectful adult in later life.

- Ideally, the school's main function is to promote the individual child's intellectual development and in doing so, helps to socialize him also. The children develop skills that come in handy to solve different problems in both their personal and professional lives. It can be said that in addition to academic skill the children become able to analyze a situation, propose a solution and if the solution does not work, be able to re-strategize to try again.

- The school plays the very important role in helping children learn to interact positively with their peers and teachers. They learn about healthy relationship skills both in and outside the classroom. They grow up as friendly, cooperative and sociable.
- It is through the school that the children learn to adapt their behaviour in order to meet the need of many social groups. Constant exposure to different experiences in the school help them to adjust with all other social groups, mainly by controlling their primary drives.
- The school conserves the valuable culture, traditions, values of the society and helps in promoting and developing these to the young students. They receive very valuable information regarding their cultural heritage and this socializes them greatly.
- For all round development of the individual, the school with its different programmes and activities draws out the different potentialities of the children.
- The school is called a miniature society, because here the children come out from the four walls of their homes and share feelings with each other. All the children, teachers and staff are from different strata of the society. By interacting with each other, each child learns the lessons of social duty, responsibilities and understanding the feelings of others.
- The school creates the first broader civic society for the children. Through school education they learn the duties and civic rights as responsible citizens of the future. The school provides the proper training of citizenship to the children.
- The school prepares the children to face the problems of daily life in the society. The school helps and guides healthy adjustment of each child in the larger society.
- The school also helps in developing and cultivating higher values of life like truth, cooperation, sympathy, fellow-feeling etc. Through different social interactions the children become properly socialized.

Personality Development-Influence of Family and School on Personality Development :

Personality development is how a person changes and grows in reaction to his environment or perceptions. It means enrichment of a person's own physical, emotional and psychological aspects. It is the sum total of beliefs, values, choices, behaviour traits and decisions that a person makes in life. Personality development occurs through the interaction of hereditary and environmental factors. Out of the environmental factors, the family environment is the most important.

Influence of Family on Personality Development :

The family plays the most important role in a person's life. He is born into a family and it is that social organization where he grows up and learns the basic things about life.

- The parents behaviour particularly the behaviour of the mother, influences the personality development of a child. Interactions between the mother and the infant for the satisfaction of the physical and emotional needs play a very significant role in shaping his personality. Love and care develops a sense of security. Providing a positive environment can make the child disciplined and develop a balanced personality but deprivation of both physical and emotional needs at home may make the child feel insecure nervous and shy, careless and disobedient.
- Children need stimulating and socializing experiences to develop into a person. In the period of infancy and early childhood, foundations of emotional stability and intellectual development are established. There is a strong influence of early childhood experiences on later adulthood.
- As children are most influenced by their parents, their proper personality development can take place when parents communicate with them honestly about events that occurs in the family. They should be accountable for their actions so that children trust them.
- Parents must always take more interest in their children's various needs and development. They must be aware about what their children are learning and doing and how their surroundings are affecting them.

- Parents are the most influential persons to cultivate values in children. They can promote values like love, cooperation, tolerance, sacrifice, mutual understanding, self reliance etc. These values will definitely make children more sociable.
- The parents can instil in their children the desire to excel and gain social approval. They must always recognize the potential of their children. Supportive parents mould the personality of their children very positively.
- Parents must also encourage independent thinking in their children. They must be able to reason and make their own decisions. Parents who participate in their children's play activities make them feel wanted and they also learn to act with responsibility.
- Parents should teach their children about health, hygiene, and also proper eating habits through good guidance and example.
- As children grow up parents must also teach them the value of money and how to be responsible with it.
- To develop good personality the parents must not criticise their children in public. Always finding faults in children will make them withdrawn, frustrated and even hostile. Building friendship with their children is very essential and though reproach is necessary at times, frequent criticism is very harmful. Praising the children's strengths instead of weaknesses help them to feel good and happy.

When parents help their children to resist negative peer pressure (which is very common with them), it will help to build their self-esteem and they grow into confident individuals.

In conclusion it can be said that parents and other family members give children a sense of depth and self-worth, a good sense of judgement. Parents must be role models for them.

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- *The parents must encourage independent thinking in their children*

- *Cultivation of social values mainly develop in the school.*

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Influence of School on Personality Development :

The family the school is also an important institution in the development of a child's personality. The school discharges certain functions which help to develop the children's personality. They are :

- The children learn to assimilate the norms of the social order mainly from the school. This helps to adjust with the social environment from early years of life.
- The school reflects the values of the group which the children follow believing them to be right. Cultivation of social values like cooperation, tolerance and mutual understanding, healthy competition etc. help to develop the children's personality.
- Children are not just little adults. They must be treated as children who grow up learning through their various experiences of childhood. The school should provide proper opportunities for the intellectual enrichment also. The curriculum must be diversified and together with the different co-curricular programmes, the children should get ample opportunities for refining their intellectual abilities.
- The school should not become 'exam factories' but instead should encourage creative learning. Each growing child is unique and if this is recognized by teachers, then children's personality will develop positively.
- Most boys and girls in middle and late childhood develop a positive sense of self understanding and self-control especially when their teachers show regard for them and emotionally support them and appreciate their qualities.
- A school is a place where the children learn the value of discipline. They should understand the importance of free discipline—the school must be a place where they can express themselves freely and at the same time obey the rules and regulations willingly and not out of fear.
- The school also prepares the children for future life. Through school education the children develop specific skills to face the various challenges of future life. This is an important function of the school.
- The school also helps greatly in developing a positive outlook in life. Proper guidance and care from the teachers definitely develops an optimistic mind in

the children. Praising their good performances and guiding them in the right path will help the children to achieve their goals. The teachers can also help the children to make proper decisions and have positive thoughts, visualize them and then materialize them. Decision making capability is a very important aspect of personality.

- Through school education children get clear idea about their future vocations. They will gradually understand the importance of earning, saving and spending. This will help them greatly in later life.
- School education also make children aware of the importance of maintaining good physical health. Through the different sports and games they realize that good and robust health is essential and necessary quality for a good personality. Without good health they become ineffective even if they possess all other qualities and achievements.

It may therefore be concluded that personality is the overall impression that a person creates on others. It is the integrated image of the psychological, intellectual, emotional and physical characteristics of an individual. Therefore it is very important to mould the personality of children by positive and healthy influences of home and school so that they become well-adjusted individuals in later life.

QUESTIONS

1. Fill in the blanks :

- (a) Childhood is the period between — and adolescence. (infancy)
- (b) — loyalty is an important characteristic of childhood. (gang.)
- (c) Towards the end of childhood, children show different motor activities which resemble — abilities (adult)
- (d) — is very pronounced in early childhood (curiosity)
- (e) The family helps the child to imbibe the culture and develop a — identity. (social)

2. State true or false :

- (a) During childhood children's intellectual development is quite marked. (True)
- (b) The sense of curiosity does not indicate the intellectual development of the child. (False)

- (c) During early childhood the emotional are quickly aroused but they are short-lived. (True)
- (d) To control his anger a child must be taught to be relaxed and enjoy the activity that he does (True)
- (e) The family is the first institution that trains children for group life. (True).

3. Answer in one sentence :

- (a) Which period is called childhood?
- (b) Name three main emotions of childhood.
- (c) What is gang loyalty?
- (d) Name two most important organizations that socialize a child.
- (e) Does the school help the child to adjust with realities of life?

4. Answer briefly :

- (a) Explain how children can develop self-help skills?
- (b) Explain the sense of curiosity in children.
- (c) What are the different ways to control anger in childhood?
- (d) Explain briefly the role of family in socializing a child.
- (e) What is the role of school on the personality development of children? Explain five points.

5. What is meant by childhood? Write the characteristics of childhood.
6. Discuss the motor development of both early and late childhood.
7. Discuss the common emotions of childhood.
8. What is the importance of emotional control during childhood? Discuss.
9. Discuss the process of social development of childhood.
10. Discuss the roles of family and school on the personality development of children.

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Unit-4

Adolescence Psychology

- NEED AND IMPORTANCE OF STUDYING ADOLESCENCES BEHAVIOUR.
- GOALS OF ADOLESCENCE.
- ADOLESCENCE-AGE OF TRANSITION.
- PHYSIOLOGICAL GROWTH AND INTELLECTUAL DEVELOPMENT DURING ADOLESCENCE.

Adolescence is a very important period of one's life. The individual's physical, mental, social, moral and spiritual outlooks undergo revolutionary changes. This is the period between later childhood and adulthood and is sometimes called period of "Teen-age." The adolescence is the period of development from onset of puberty to the age of maturity. It is the period when the child moves from dependency to autonomy. It is a period of demanding significant adjustment to the physical and social changes which distinguish childhood behaviour from adulthood. The adolescents, due to these changes often face a number of crises and delimas. Adolescence is a time of change, exploration, worries and problems. It is a time when individuals move from childhood

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to adulthood. (Coon, 1997). An expansion in capacity and style of thought broadens adolescents awarness, imagination, judgement and insight. Some of the qualities like sincerity, consideration for others, good manners, modesty etc. are developed during this stage. So, we can say that adolescence is—

- a transitional period.
- a problem age period.
- a time of search for identity.
- a time of unrealism.
- a period of storm and stress.
- a hero- worshipper.
- a period of day-dreaming.
- a period of acquiring the attitudes and values.
- a period of becoming self-consciousness.
- a period of great intellectual advancement.
- a period of social conformity.
- a period of emotional instability.

According to psychologists, adolescence starts at the age of 12 or 13 years and ends at 18-19 years. The development pattern of adolescence can be— Early adolescence (11–13 years), Middle adolescence (14–18 years), and Late adolescence (19–21 years).

According to Hurlock, the adolescence begins roughly at about the ages of 13–16 years and continues upto 17 to 21 years.

According to Jersield, A.T.—Adolescence is that span of years during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically that "The age of great ideals and the beginning of theories as well as the time of simple adaptation to reality."

In the Western world "the adolescence extends roughly from 13 years of age till 21 for girls and 15 till 21 for boys. (Harrinan, P.L. (Ed), 1946). In India, it usually ranges from 13 to 19 among boys and from 11 to 17 among girls. So, it is very different to point out the exact range of the adolescence period.

Thus, adolescent is an important period in the life span, a transitional period, time of changes, a dreaded age, a time of unrealism and the threshold of adulthood.

Therefore, it is very essential to know and study the adolescence behaviour to overcome the various problems of the period. Moreover, we need to understand, not only the emotional and physical significance of adolescent, but also what these changes reflect about the nature of human experience.

One of the most important aspect of adolescence boys and girls is to know each other. Due to various physical changes they particularly develop curiosities to know thing related to each others body. They, therefore show keen interest in talking about these matters with others. They look into sex books in order to satisfy this desire. This is found common both in boys and girls.

Adolescence is a stage of revolutionary changes in human life. The adolescent gives up old habits and acquires new outlooks. He has to shoulder new responsibilities. In the same way virtues like lethargy, happiness or unhappiness, confidence or lack of confidence are also visible in him.

Another important aspects of adolescence is emotional change. Strong and complex emotions dealing with identity and sexuality, feelings of immorality and bouts of sadness and anger can disrupt their behaviour and activities in wrong directions. The adolescents patience exhausts when he finds the social environment in opposition to his reasonable desires. Without a clear understanding of the basis of child and adolescent behaviour, it is difficult to meet their emotional needs. Understanding the behaviour of the adolescent can help the parents to address their emotional needs. Without a clear understanding of the basics of child and adolescence behaviour, it is difficult to meet their emotional needs. Understanding the behaviour of the adolescence can help the parents to address their emotional needs.

There is great concern about the incidence of violent behaviour among the adolescents. Violent behaviour in adolescents can include a wide range of behaviours

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like explosive temper tantrums, physical aggression, fighting, threats, use of weapons, or attempts to hurt others, fire setting, intentional destruction of property. This complex and troubling issue needs to be carefully understanding by teachers, parents and other adults. It is therefore, essential to study the bahaviour pattern of the adolescents. Understanding their actions help us to identify potential abnormal behaviours and address them before causing serious problems.

The parts of the adolescent brain which develop first are those which control physical coordination, emotion and motivation. The part of the brain which controls reasoning and impluses—known as the prefrontal cortex. This part of the brain doesnot fully mature until the age of 25 and it effects in adolescents are – (a) difficulty holding back or controlling emotions. (b) a preference for physical activity. (c) a preference for highly excitement and low effort activities. (video games, sex, drugs etc) (d) poor planning and judgement. (e) more risky, impulsive, including experimenting with drugs and alcohol. Thus, the development of the adolescent brain and

behaviour are closely linked. So, it is essential to study the bahaviour of the adolescence.

According to the 2004 National Survey on Drug Use and Health, more than 10% of youth ages 12–17 were current illicit drug users. Use of alcohol drinking, tobacco, cigarette smoking, criminal acts, violence etc put adolescent at risk behaviour and results in creating some health related problems like lung problems, depression, difficult studying and poor grades. It is therefore importants for the parents, teachers and other members to understand which behaviours are normal during adolescence development and which can point to more serious problems.

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Violent behaviour in adolescents can include a wide range of behaviours like explosive temper tantrums, physical aggression, fighting, threats, use of weapons, or attempts to hurt others, fire setting, intentional destruction of propety. This complex and troubling issue needs to be carefully understanding by teachers, parents and other adults.
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The adolescent wants more independence but also wants his parents to tell him what to do. The parents want to give more direction and control, but at the same time require him to think and act for himself. There is a dilemma and therefore it creates difficulties for both. Therefore, it is essential to know and study the behaviour of the adolescence.

Another significant aspect of this period is that the adolescent is seen to be very active and unstable as well as disturbed. He gives the impression of being somewhat lost and is subject to rapidly varying mood of dejection and elation, enthusiasm and deep lethargy etc. The main thing concerning this period is life that the adolescent is no longer a child but an adult, though the society treats him as a child. It engenders in him fear of reproof and criticism at the hands of others. He often becomes helpless, shy and repressed and for this reason, the adolescent is often seen wearing a look of anxiety. It indicates that, it is essential to study the behaviour of the adolescence.

The adolescent is very sentimental and their behaviour may be distasteful although his mind is well developed. The most strongest desire of this period is to win praise and self-respect and any injury or repression of them leading to serious mal-information and even open rebellion. Therefore their behavioural study is necessary so that by providing different activities, emotional life can be made stable.

An adolescent has no definite ideal. So there is no stability in his behaviour towards any ideal. In the early phase of adolescence the adolescent tries to find fault with the behaviour of other boys in his age group. He does not want to leave any such opportunity. He, therefore, limits the circle of his friends. He does not like to associate himself with a group and so he retains only one or two friends. But in the middle phase of

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adolescence, boys and girls are attracted to each other and in the early phase of adolescence they are indifferent towards each other. So, it is essential to study and know behavioural pattern as well as changes of the adolescence boys and girls.

Hurlock (1981) says that "Adolescence begins when children become sexually mature and ends when they reach the age of legal maturity."

The American Psychologist, Kinsey in his study has mentioned the various ways in which young men and women derive pleasure from their sexual experiences. Sometimes the feelings of guilt that arise as a result of indulgence in these activities lead to the formation of complexes that are very harmful to the mental development of individual. In order to impart the right attitude towards sexual tendency to young people, so it is necessary to study their behavioural changes during this period.

Goals of Adolescence :

According to motivation theory, human behaviour is fundamentally goal directed. Goals are the reference point or standard of comparison against which we evaluate our current state or behaviour. Personal goals are shaped by previous learning experiences, individual characteristics and the opportunities and constraints afforded by the environment. In the context of these environments and opportunities, adolescents construct their goals and make plans to achieve them.

Adolescents' goals are unique and distinct from those of adults. Typically they reflect the developmental tasks and age-graded development. Setting and successfully pursuing goals is particularly pertinent during adolescence when establishing identity is of fundamental importance. Adolescents direct their own development towards particular outcomes by selecting goals, determining strategies to achieve them and by evaluating the outcome of their efforts.

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An adolescent is prone to get recreation from such things as playing-cards, chess, cinema, radio and novels etc. Many adolescents also are inclined to play hockey, football or cricket and most of them are unable to resort to such kinds of creation.

Adolescents learn through experimentation to interact with others in more adults way. New cognitive abilities give adolescents the change to reflect on who they are and what makes them unique. Rise in sex consciousness leads to the desire for group approval. Interest in the opposite sex urges him to take an active part in social activities and other functions requiring group cooperation. The exploratory interests of boys and girls are satisfied through wide experiences in the vast fields of culture that the school/home provides. It is necessary for parents and guardians to properly appreciate the interests of their children for the sake of their future needs. If he gets an opportunity to act according to his interest he feels happy, otherwise he leads an unhappy and frustrated life.

The adolescent attaches great importance to reactions of the society and is very careful about his own and to others behaviour. He is always eager to learn the behaviour which is appreciated. He therefore tries to copy respectable and well recognised personalities. Gradually, he learns proper social behaviour and develops his own personality.

Making friendship with others is a natural desire of a human being. The adolescent makes friendship on the basis of qualities and not on nearness of homes. An adolescent is very cautious and independent in choosing his friends. An adolescent is inclined to make friendship with those from whom he can get help in solving some problems.

According to Erikson, the goals of adolescence is to —
(a) form a coherent identity.

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- (b) form an intimate relationship with a member of the other sex.
- (c) abandon parental goals.
- (d) attain independence from the peer group.

Havighurst, R stated that the developmental task of adolescence are as follows—

- (a) Learning to get along with friends of both sexes.
- (b) Accepting one's physical body and keeping it healthy.
- (c) Becoming more self-sufficient.
- (d) Making decisions about marriage and family life.
- (e) Preparing for a job for career.
- (f) Acquiring a set of values to guide behaviour.
- (g) Becoming socially responsible.

There is a natural desire of an adolescent to get position of leader of his friends. According to Spaulding, adolescent leaders fall in five categories—(a) social leaders, (b) intellectual leaders, (c) school leader (d) sports leader (e) All round leader.

Adolescent leaders are very active in social activities and may be seen participating in games and sports or some cultural or social programmes. The leadership during adolescence is comparatively more stable because it is based on certain qualities.

Desire of self-expression and commanding respect is also present in the adolescent. The adolescent's strong desires to choose a profession which may give him an opportunity to show his merits such as in business, medical, railway service, air service etc. They want to join the profession which may give them money and respect in society. They are ready to do any thing for commanding respect.

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Adolescents also need money to satisfy their desires or to pursue their studies for the profession of their choice. An adolescent wants to be independent in almost everything, more so in the case of money matters.
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Adolescents also need money to satisfy their desires or to pursue their studies for the profession of their choice. An adolescent wants to be independent in almost everything, more so in the case of money matters.

According to Douvan and Adelson (1966), during adolescence one has to accomplish two major tasks—(a) consolidate his pattern of internal controls and (b) move towards new values. In the first case, the adolescent must learn to control his

impulse in a more satisfactory manner than childhood. In the second case, he must construct a system of values and ethical behaviour which will guide his impulse, desires, actions etc.

One of the important goal in the adolescent stage is affective learning which consists of responses acquired as one evaluates the meaning of an idea, object, person or event in terms of the maintenance and enhancement of his view of himself and the world. Affective learning chiefly consists of acquiring attitudes and sense of values which exert a strong influence on behaviour. The adolescent's increased intellectual development also accounts for his concern with values and beliefs. He now questions, considers and arrives at his own decisions. He makes comparisons, contrast and evaluation and arrives at ways of behaviour which give satisfaction to his self-concept and to the society in which he has to live and function.

With increasing independence from parents, the adolescent can no longer accept ready-made values he has received from them. The idealistic attitudes of younger causes them to view with alarm and disgust the actions of the elders which are promoted by expediency rather than by principles. So, the achievement of autonomy during adolescence involves a certain amount of friction between the adolescent and his parents, chiefly in the realm of attitudes and values. As a result, both boys and girls have to develop their own rules and controls and guidelines.

One of the important task of the adolescent is to develop a philosophy of life. Neither religion nor science can furnish the young with adequate answers to many of his problems. He needs a code of ethics to guide him in his human relations. It is through the growth of self-discipline and self-knowledge that he can develop an outlook which will enable him to judge and evaluate what is important in life and what is not. He has to organize the various values of life in terms of their importance so that he can face the problems of life with confidence and fortitude.

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During adolescence old goals are reorganised and new goals are introduced. Growth toward maturity brings with it increased independence along with increased demands and responsibilities. He has to make vocational adjustment and later make marital adjustment and he has to become a citizen and participate in his local organization for shouldering responsibilities and finally develop a more unified philosophy of life.

G. Stanley Hall has remarked that, "Adolescence is the age of sentiment and religion, of rapid fluctuations of mood, and the world seems strange and new. Interest in adult life and vocations develops. Character and personality are taking form, but everything is plastic. Self-feeling and ambition are increased, and every trait and faculty is liable to exaggeration and excess. It is all a marvellous new birth."

Summarizing the above discussion, we can be stated that the main goals of adolescence are—

- (1) Achieve new level of closeness and trust with peers.
- (2) Gain independence from parents and develop new status within the family.
- (3) Develop a sense of identity.
- (4) Move towards autonomy in the larger world.
- (5) Improve independence and sense of personal control.
- (6) Develop self-esteem.
- (7) Gain a positive outlook on the future.
- (8) Decrease unhealthy habits and behaviours.
- (9) Improve academic performance and organization.
- (10) Develop time management skills.

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Adolescence - Age of Transition :

Derived from the Latin verb "adolescere" and means to grow into maturity, adolescence is the period of transition from childhood to adulthood. Adolescent is a distinct and dynamic phase of development in the life of an individual. WHO considers "Adolescence" to be period between 10-19 years of age, which generally encompasses the time from the onset of puberty to the full legal age. WHO defines adolescence both in terms of age (10-19) and in terms of a phase of a life marked by following special attributes—

- Rapid physical growth and development.
- Physical, social and psychological maturity, but not all the same time.
- Sexual maturity and the onset of sexual activity.
- Experimentation, (drinking, drugs, smoking etc)
- Development of adult mental processes and adult identity.
- Transition from total socio-economic dependence to relative independence.

Adolescence is typically a time of great stress and strain on the body, mind emotion.

According to Ross, "adolescence is best regarded as a recapitulation of the first period of life, as second turn of the spiral of development."

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

E. A. Peel (1956) is of the view "The adolescent is beset by problems of divided loyalties, accentuated by the lack of adult privileges and responsibilities. He thus appears excessively aggressive and then excessively shy, excessively affectionate and then quite suddenly detached and cool. These are all problems of the stress and strains of transitions."

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G. Stanley Hall also referred to the period of adolescence as a time of "strum and drang" or "storm and stress." Hall attributed the flood of hormones through the body and the internal changes that are experienced during this period, a major contribution to stress. Some of the external changes, which can happen at any age, could be family related, sickness, death, divorce or trouble with law. Some of the other changes that occur during this period can be labelled as school-based, such as trouble with grades, breaking up with a girl friend or boy friend, or being out from a sports team.

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Adolescence is also called a period of "Challenges and Potential". An adolescent has enormous physical, ideational and intellectual potential. Simultaneously, he is faced with great challenges on account of his rapid physical growth, soaring as well as falling ideals, and his search for identity as he is neither child nor an adult, his growing sexual desires, heightened emotions and lack of appropriate opportunities to channelise his enormous energy.

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Adolescence is also called a period of "Challenges and Potential". An adolescent has enormous physical, ideational and intellectual potential. Simultaneously, he is faced with great challenges on account of his rapid physical growth, soaring as well as falling ideals, and his search for identity as he is neither child nor an adult, his growing sexual desires, heightened emotions and lack of appropriate opportunities to channelise his enormous energy. All these together make adolescence a stage of "stress and storm." The formula "no longer a child-not yet an adult." vividly expresses the transitional character of adolescent life. It is a state in which the person has already broken with the happy age of childhood, but has not yet found himself in adult life. That is why adolescent's mind is confused. The age of adolescence is

marked by Psychological manifestations that have caused it to be described as "an age of crisis and transition."

Factors determining the pattern of Transition :

(1) **Becoming Independent** : J.A. Hadfield (1962) is of view that, "When we speak of adolescent as growing up we mean that the youth is leaving behind the phase of protective childhood and is becoming independent."

(2) **Age of ideals** : Jean Piaget defines adolescence as, "the age of great ideals and the beginning of theories as well as the time of simple adaptation to life."

(3) **Health and Adolescence** : Adolescence is physically a very critical phase. Various ailments that often manifest themselves are anaemia, nosebleed, nervousness, palpitation of heart etc.

(4) **Sex and adolescence** : The onset of adolescence is marked by development of sexual and reproductive organs which are physically too many issues for an adolescent to deal with. They develop different sexual orientations during this period. Sexual energy poses a number of problems, like anxiety, a feeling of guilt and adjustment problems. Due to social taboos, the sexual energy cannot find the desired outlet and it may often outburst into undesirable behaviour.

(5) **Day dreams** : Adolescents live in a fantasy world of love, achievement, security. They exhibit exuberant imagination. Their day dreams are related to their tastes and these are both happy and unhappy according to their ideas. Day dreams consume much of adolescent time. He is so engrossed in day dreams that he forgets many things.

(6) **Sexual attraction** : Adolescents feel attracted towards the opposite sex. These feelings manifest themselves in extreme passion.

(7) **Revolting tendency** : The adolescent wants to free himself from bondage. There is a tendency to revolt against authority. His independence of thinking may come into clash with the prevailing values. This clash of values produces various types of complexes in the mind of adolescent.

(8) **Conflicting demands** : The adolescent is often confronted with conflicting demands from parents, teachers, peers and community. An adolescent wants to be independent in almost everything, more so in the case of money. The adolescent is not sure about his future even after spending a number of years at studies and this adds to the frustration of the youth.

Apart from these, there are also some immature judgement and behaviour of adolescence and it can be stated as below —

(i) Adolescents ability to make good decision in situation is sometimes flawed and they are not able to take decisions quickly and the thoughtfully in real-world situations.

(2) Adolescents are more easily influenced by peers and are more responsive with them. They are more likely to change their decisions or alter their behaviour in response to peer pressure—to use drugs and initiate risky behaviour.

(3) Adolescent are more reckless than adults because they are still developing the ability to control impulses. High levels emotional arousal have been connected to difficulties with self-control.

(4) Without understanding the interest and abilities of children, parents place high aspirations regarding the achievement of their children. When they do not come up to their expectations, there is constant quarrelling among them. As a result, adolescents go away from homes.

Thus, we can say that adolescence is a very delicate period in ones life. It is a very challenging period for the teachers, parents and other members of the society. The changes of body due to puberty may make them self conscious of their bodies. Sometimes, they feel very inferior to others too. Intellectual development starts taking place. They form relationships with the opposite sex. A sense of morality and ethics develops in them. The sense of self-identity deepens and they develop a sense of self-esteem. The adolescent, at this time, is neither child nor an adult.

He has to depend on his parents for his needs. But at the sometimes he wants to hold independent views and opinions like an adult. Sometimes parents expect him to behave as an adult and at other times, they treat him as a child. This attitude makes him to have a conflict in mind about his status. If adolescents behave like children, they are told to "act their age". If they try to act like adults, they are often accused of being "too big for their age children". For this it is called as "transitional period."

Thus, we can say that adolescence is a very delicate period in ones life. It is a very challenging period for the teachers, parents and other members of the society. The changes of body due to puberty may make them self conscious of their bodies. Sometimes, they feel very inferior to others too.

Physiological growth and intellectual development during adolescent :

Physical development of the individual is an important aspect for social, moral, ethical and spiritual development. Appropriate physical development makes valuable contribution to all round development of an individual.

Changes during adolescence are in categories under three heads— physiological, psychological and social. Physiological changes are those changes which occur constantly in the living cell as a result of the function of pituitary glands. These changes are of two types— (a) External and (b) Internal.

External changes are those bodily changes that can be seen. These are : (i) increase in height and weight (ii) change in voice (iii) sex differences (iv) growth of public hair.

Internal changes are those which cannot be seen but can be measured. These are (i) increase in pulse rate (ii) increase in blood pressure (iii) changes in digestive system and desire for eating more (iv) sexual maturation.

According to Crow and Crow, "The period of maximum growth progress in weight, as in height, is an important factor in assessing an individual's relative peer status."

According to Luella Cole, "Adolescence is a period of growth in all system of the body. In the course of a few years the individual undergoes changes both in his size and in his internal chemistry-changes which take him from childhood to an adult level. Adolescence is a time of physical, intellectual and social development. The timing, duration and complexity of the changes vary greatly among individuals. It is the most impressionable period of human life. The period of transition from childhood to adulthood is called adolescence."

A.T. Jersild defines adolescence as "the span of years during which the boys and girls move from childhood to adulthood" "All types of changes like biological, physical, social, intellectual, moral etc take place during the adolescence stage. Western psychologist call it as "Teen age" stage also. WHO identifies adolescence as the period in human growth and development that occurs after childhood and before adulthood, from ages 10-19. During adolescence, the physical growth and development reaches to its peak and human body finds its final shape. The growth and function of all the important external and internal organs also reaches to its maximum and all the glands become extremely active. Some of the physiological changes that take place during this period are described in below—

(a) Height :

The stage of physical growth during adolescence is the fastest of the entire life span. A concurrent rapid growth in height occurs between the age of about 10.5 to 11 and 16 to 18, peaking around age 14. At the age of 13 years girls are taller and heavier than boys, but at the age of 15+ boys are taller and heavier than girls. So, there are sex differences in weight and height.

(b) Weight :

An adolescent gains much in weight every year. The average weight of children increases from about 67 pounds, at 10 years of age, to about 134 pounds at 18 years of age. Girls typically reach their maximum height and weight by about 18 years of age, males continue to grow.

(c) Body Proportions :

There are great changes in the proportions of the body. The various parts of the body gradually come into proportion. Bones and muscles grow to the maximum. Boys have broad shoulders, long face, slender lips and straight leg line. Girls, on the other hand have narrow shoulders, round face, wider hips and leg lines are curved. The bones become harder and longer. Arms and legs grow longer and grow much bigger. The size of the abdomen also increases. The nose becomes larger and size of the chin also increases. The forehead becomes wider. Between the ages of 12 and 14, girls grow more rapidly than boys.

(d) Sex organs :

Both boys and girls sex organs grow and become mature. The secondary sexual characteristics which are due to the hormones produced by gonads are also manifested for the first time. There are changes in voice and growth in hair. The voice of the boys becomes high pitched and that of girls shrill. Girls develop the characteristic features of their respective sexes. On the whole, girls appear to mature earlier than boys in respect of physical growth. These changes are due to the secretions of hormones by the pituitary glands.

(e) Growth of Muscle :

The growth of muscle tissues is rapid during this period. Muscle continues to develop at a more dramatic rate and boys develop larger skeletal muscles. This helps them to gain more muscle strength than girls. Boys also produce more red blood cells that allow them to carry oxygen from the lungs to the muscles. Because of the

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development in bones and muscles, adolescents become capable of greatest physical work and achievement.

(f) Digestive System :

The stomach becomes longer and less tabular. The muscles in the stomach and intestinal walls become thicker and stronger. The liver increases in weight.

(g) Circulatory System :

The heart grows rapidly. By the age of 17 or 18, it becomes 12 times heavier than it was at birth. The length and thickness of the walls of the blood vessels increase and reach a mature level like the heart.

(h) Respiratory System :

The lung capacity of girl is almost at a mature level at 17 while that of boys takes several years more to mature.

(i) Endocrine System :

There is temporary imbalance of the entire endocrine system in early adolescence. The sex glands become functional.

It is evident that, during adolescence, the nature of skeletal growth, increased shoulder breadth, bigger chest cavity and finally the lung size, heart size and increased blood pressure are all favourable conditions for greater physiological strength.

Physiological changes during Adolescence

Boys	Girls
- Increase in height. - Growth spurt. - Oily skin - Permanent teeth are in. - Broadening of shoulders. - Development of muscles. - Change in voice. - Appearance of hair on face, armpit and other places. - Manifestation of sexual desires. - Masturbation.	- Increase in height. - Broadening of hips. - Growth spurt. - Oily skin. - Sex organs become mature. - Reproduction becomes possible. - Production of estrogen and progesterone increase

Thus, from the above it is clear that adolescents experience accelerated physiological development marked by increases in weight and height. One's bones getting

heavier. Bones grow faster than muscles and so some look lean or lanky. As one grows, it is normal to gain weight. Some of the common characteristics of adolescents during physiological changes are as follows-

- Adolescents are concerned about their physical appearance. Adolescents may become embarrassed over such changes as getting pimples or acne growth of body and facial hair, and developing sweat glands.
- Adolescents experience fluctuations in metabolism causing extreme restlessness and listlessness.
- Adolescents mature at varying rates. Girls usually start developing physically between the ages 10-12, about two year before boys. Boys do catch up quickly, between the ages of 14-16.
- The sudden and rapid physical changes that adolescents go through make adolescents very self-conscious, sensitive and worried about their own body changes.
- The internal system like respiratory, circulatory, digestive, pulse rate etc. undergo development to their fullest extent.
- Different glands like pituitary, adrenal, sex, thyroid etc. become functional causing some overt physical changes in the body.
- The brain attains its fullest stature at about 18 years. In this way, in the adolescence period remarkable physical changes occur and both boys and girls undergo rapid growth in almost all bodily parts. These physical changes affect the behaviour of adolescent boys and girls.

Intellectual development during Adolescence :

Intellectual development is the development of the mental abilities and capacities which help an individual to adjust his behaviour to the ever changing environmental conditions. Intellectual development includes various aspects such as development of concepts, perception, language, memory, reasoning, thinking, imagination, intelligence etc. According to J.S. Bruner (1964), "Intellectual development is the capacity to deal with several choice at the same time."

Binet states that intelligence refers to comprehension, invention, direction and criticism.

Thurstone defines intelligence as flexibility or versatility in the use of symbolic processes.

During adolescence mental and intellectual capacities develop rapidly. They become interested in their own problems and try to solve them and also become aware of their own intellectual power. Throughout early adolescence there is cognitive awakening which is characterized by an emerging ability to handle abstract and hypothetical concepts and to apply problem-solving approaches to complex issues. However this shift from concrete to operational thinking varies from individual to individual.

Generally, 11 years old adolescents are characterized by a pre dominance of concrete thinking where they think in terms of specifics. 14 and 15 years olds have the ability to do more abstract thinking. They can consider possibilities and not just realities. They are able to see things from another person's view point. 13 year olds on the other hand may fluctuate between the characteristics of both these groups.

During this period, adolescents retain a certain ego-centrism which leads them to believe that they are unique, special, even invulnerable to harm. As their ability to process and relate information increases, their search for structure in the information increases.

According to Crow and Crow, "Although mental growth is relatively continuous during later childhood years and into adolescence, the rate of growth and the upper limit of growth vary with individuals."

The early stage of adolescence is a time of great cognitive development. At the beginning of adolescence, cognitive abilities are dominated by concrete thinking, ego-centrism and impulsive behaviour. Intellectual changes that take place during adolescence have been heavily influenced by the work of the Swiss Psychologist Jean Piaget, who sees the mental capabilities of adolescents as qualitatively and quantitatively. Piaget proposed four stages of development: Sensorimotor, Preoperational, Concrete operational and Formal operations.

The sensory motor stage occurs in the first two years of life. A child understands his or her world in the "here and now". Toward the end of the second year, the child begins to understand that even though an object or person may not be in sight, it still exists. The pre-operational stage is between the ages of 2 and 7. The child relies on what he sees in order to make judgements, rather than thinking logically. Concrete operations occur between the ages of 7 to 12 and the child begins to think more logically. Children around age 12 can begin to think hypothetically as well as logically. Piaget remarked that the thinking capacity of young people increases in complexity as they get older. Now they begin to be aware of social, moral, economic and religious responsibilities. Life's perspective becomes broader, life values emerge and concepts begin to take definite shape. Adolescents, only now attaining their intellectual capacities, have to begin making educational choices and vocational decisions as their most critical task.

Piaget's stages of cognitive Development :

Stage	Age	Description
Sensori Motor	Birth to 18 months or 2 years.	Knowing by sensing and acting
Pre-operational	Approx. 2 to 7 years	Concept formation, symbolic reasoning.
Concrete operations	Approx. 4 to 11 years	Logical operations on concrete objects and events.
Formal operations	Beginning at 12 years and beyond	Abstract analogies, metaphors, hypothetical reasoning.

During adolescence, there is rapid growth in intellectual development. The boys and girls start learning at a rapid rate. Some of the **notable features** of intellectual development during the period are as follows :

- Adolescents are ego centric. They argue to convince, and exhibit independent and critical thought.
- Adolescents face decisions that may affect long-term academic values.
- Adolescents are intensely curious.
- Adolescent move away from being concrete thinker (believing what they can see, hear, or touch) to being abstract thinkers (more analytical and better problem solver).
- Adolescents prefer active and cooperative learning activities over passive learning experiences.
- Adolescents enjoy learning skills to apply to real life problems and situations.
- Adolescent cognitive development gives them a new degree of social awareness and capacity to make moral judgement.
- As cognitive abilities increase and mature, adolescent think about what their feelings and ideas of an ideal world are and often criticise their parents, school, society and their own inadequacies. (Myers, 2004)
- Adolescents become capable of abstract thinking and logic. They use this abstract reasoning to think about good and evil, truth and justice and human nature. This new ability also allows them to see the inconsistencies in other people's reasoning. This new found ability can lead to debates and arguments with their parents (Coon, 1997).
- According to Erik Erikson, adolescent cognitive development allows them to build a "theory of the self". This search for identity is a healthy process which builds upon the achievements of past stages, such as trust, autonomy and initiative.

- In the words of James S. Ross, "The young man of eighteen is an man of the world, pre-occupied with practical problems and proud of his knowledge of affairs and his practical efficiency."

From the above discussion, we may summarizing the intellectual development of adolescence as under—

1. Development of memory and imagination of the adolescents becomes sharper.
2. The adolescent is very efficient in having critical appreciation and difficult concepts.
3. Interpretations, realizations, abstract expressions etc. are effectively carried out by an adolescent.
4. The adolescent is able to keep pace with the new world with generalization capability.
5. The adolescent is very conscious and sensitive to the various problematic situation. He can solve these problems by means of manipulations, elimination, diversions etc.
6. In adolescence, there is certain amount of indepenent thinking, a certain freedom that enables him to make decisions for his own.
7. According to Jean Piaget, adolescence period is the beginning of the stage of formal operations. During this stage, they develops the ability of thinking and reasoning about the objects which are beyond the immediate world.

Educational Implication and Intellectual Development :

Adolescence is a period of rapid intellectual development and hence it is essential to take some effective measures for their proper intellectual development. These are—

1. Literary activities should be arranged for developing better interest and aptitude.
2. Provide opportunities for argument through debates and discussion etc.
3. Construct curriculum and method of teaching keeping with the mental maturity of the adolescent.
4. Arrange library studies, community services etc. so that adolescent can develop their mental capacities.
5. Provide ethical, moral and religious education indirectly.
6. Provide educational and vocational guidance as and when the need arises.
7. The creative abilities of the adolescents should be developed through art and craft, drawing, painting, drama, recitation etc.
8. For the expansion of knowledge, teacher should encourage the adolescents by giving references of good books to be read by them.
9. The teacher should hold out before them the ideals of great saints and patriots, so that they can follow their foot steps to make their own life subline.
10. The teacher should establish friendly rapport with the adolescents keeping trust and confidence in them.

Stages of Adolescent Development

Stages of Adolescent	Physical Development	Cognitive Development	Social-Emotional Development
Early Adolescence Approximately 11-13 years of age	Puberty : grow body hair, increase perspiration and oil production in hair and skin Girls-breast and hip developmen, onset of menstruation. Boys-growth in testicles and penis, wet dreams,deepening of voice Tremendous physical growth: gain height Greater sexual interest.	Growing capacity for abstract thought. Mostly increased in present with limited thought to the future. Intellectual interest expand and become more important. Deeper moral thinking	Struggle with sense of identity Feel awkward about one's self and body worry about being normal. Realize that parents are not perfect, increased conflict with parents. Increased influence of peer group. Desire for independence. Tendency to return to "childish" behaviour, particularly when stressed Moodiness. Rule-and limit-testing. Greater interest in privacy.
Middle Adolescence Approximately 14-18 years of age	Puberty is completed Physical growth slows for girls, continues for boys.	Continued growth of capacity abstract thought. Greater capacity for settling goals. Interest in moral reasoning Thinking about the meaning of life.	Intense self-involvement, changing between high expectations and poor self-concept. Continued adjustment to changing body, worris about being normal. Tendency to distance selves from parents, continued drive for independence. Driven to make friends and greater reliance on them, popularity can be an important issue. Feelings of love and passion.
Late Adolescence Approximately 19-21 years of age	Young women, typically, are fully developed Young men continue to gain height, weight, muscle and body hair	Ability think ideas through. Ability to delay gratification. Examination of inner experience Increased concern for future. Continued interest in moral reasoning.	Firmer sense of identity. Increased emotional stability Increased concern for others. Increased independence and self-reliance. Peer relationships remain important. Development of more serious relationships. Social and cultural traditions regain some of their importance.

Adopted from the American Academy of Child and Adolescent's Facts for Families

1 Fill in the blanks :

- The growth Period which faces a lot of stress and storm is — (Adolescence)
- Adolescence is a transitional period from — (childhood to adulthood)
- Secondary sex characters start developing during — period. (adolescence)
- To form a coherent identity is a goal of — (Adolescence)
- The adolescence is derived from — (Latin word "adolescere")
- WHO considers adolescence to be period between — years of age (10-19 years of age)
- referred to the period of "storm and stress". (Stanly Hall)
- According to Cole, "Adolescence is a — in all systems of the body." (Period of growth)
- According to Jean Piaget, adolescence period is the beginning of the stage of — (Formal operation)
- The period of adolescence extends from — of life. (12-19 years)

2 Answer the following questions :

- Write two reasons for the need and importance of studying adolescence behaviour.
- Write the concept of adolescence.
- Write the two goals of adolescence.
- Write the goals of adolescence as given by Erikson.
- Mention two developmental task of adolescence as given by Havighurst.
- What are the categories of different adolescent leaders?
- Write the definitions given by Dorothy Rogers on adolescence.
- Why did adolescence is called a period of "strom and stress"?
- Who has referred adolescences as a period of "strum and drang"?
- Adolescence is also called a period of "challenges and potential—Expian the statement.

- Write four factors that determine the pattern of adolescence's transition.
- Why did adolescence is called an "Age of Transition"?
- Write about the physiological changes take place during adolescence period.
- Explain the physical changes of adolescent boys and girls.
- Explain the intellectual development of adolescence.
- Discuss the educational provision for intellectual development of adolescence.

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Unit-5

Social Development

- SOCIAL DEVELOPMENT DURING ADOLESCENCE.
- INFLUENCE OF FAMILY AND PEER IN THEIR SOCIAL RELATIONSHIP.
- SOCIAL MATURITY.
- FACTORS AFFECTING SOCIAL ADJUSTMENT.

Development is essential aspect for the individual as well as the process of socialization. Generally, there are three types maturity—physical, psychological and social maturity. An individual who has characteristics of awareness of his roles in the group, desire, to keep pace in social life, sense of fair play etc. may be called as a socially matured individual.

Social development can be defined by E. B. Hurlock as social development is the "attainment of maturity in social relationships".

Garret regards social development as the process where by "the biological individual is converted into a human person."

Freeman and Showel write, "Social development is the process of learning to conform to group standards"

L. D. Crow and A Crow states, "Social development means acquisition or the ability to behave in accordance with social expectations."

An individual's social and emotional behaviour is so closely inter linked that feelings of jealousy, shyness, affection and sympathy which are primarily regarded as emotional

Social development can be defined by E. B. Hurlock as social development is the "attainment of maturity in social relationships".

reponses and can also be treated as social forms of behaviour.

Social development is a process that result in the transformation of social structures to improve the capacity of a society in order to fulfil its objectives. It aims specially in developing power to elevate expansion of human activity.

Adolescence is a time of physical, cognitive, emotional and psychosocial growth. Adolescence is a time when individual searches for their own identity. Parental influences decrease during this time and peer influences increase. Adolescence is a time of change, exploration, worries and problem. Between the ages of 11-17, there are many change in social development. The major mission during this time is to establish one's own identity. If they are unable to create an identify, they become confused and become uncertain about where their future will lead them. They must assemble an identity out of their self-perceptions and their relationship with other people.

According to psychologist Erik Erikson's model of psychosocial development, children begin to struggle with their sense of identity when entering adolescence, when they begin the transition to adulthood. Adolescents will begin to examine their future in terms of their relationships with parents and peers. As adolescence become more aware of their identity, they will begin to question authority, frequently becoming rebellious to authority, such as with parents and teachers. During adolescence, they develop a greater wish for privacy and will often distance themselves from others.

By gaining self-eteem and self-awareness, adolescent begin forming their identity. The way in which they develop as a person is based on their view of organized character sketches. This occurs mostly as a result of their social interactions. They learn to develop relationships based on loyalty and intimacy. Through various social experiences, an adolescent begins to take on adult like behaviours (Barnett, 2005).

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According to Coleman and Hendry, (1990) adolescence is a period of development and consolidation of the social self, of one's identity and understanding of the self in relation to the social world. Adolescents involves sexual maturity in terms of hormones and physical development of the body, and is also characterised by an increase in the complexity of group interactions and thus social behaviour. (Lerner and Steinberg, 2004)

Thus, during adolescence, boys and girls become active members of peer groups and development friendship. Social development is marked by a strong desire to follow the social pattern and style of life as approved, accepted and practised by the peer group or the gang with which the adolescent boy or girl is associated. They create a flexible sense of self through their social interactions and increased perspective taking.

Adolescent experience social change in relationship with others. Personal social concerns dominate, while academics becomes secondary. The adolescent is becoming more mature and less like a child. **The nature of social behaviour** of the adolescents are as follows-

- Adolescents are confused and frightened by new school setting that are large and impersonal.
- Adolescents are loyal to peer groups values and sometimes cruel and insensitive to those outside the peer groups.
- Adolescents use peers and media role models as sources for standards of behaviour, dress and style.
- Adolescents are rebellious towards parents, but still strongly depend on parental values.
- Adolescents desire love and acceptance from significant adults.

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- Adolescents distrust relationships with adults who show lack of sensitivity to adolescent needs.

There are **five psycho-social issues** that develop during adolescence.

(1) The first issue is establishing one's own identity. They begin to form their own values, belief and goals. They begin to know they fit into the world.

(2) Another task during this time is establishing autonomy. This means becoming an independent, self governing individual within relationships. Once they gain autonomy, they are able to make and carry out their own decision, have their own set of principles and are not as dependent on their parents.

(3) This is also a time when an individual established intimacy. Intimacy is first learned in same sex friendship. Intimacy refers to relationship with others that are caring, honest, trusting and open. It is through close friendship that they learn the skill of beginning, maintaining and ending relationship.

(4) The fourth issue that adolescents deal with during this time is learning to be comfortable with one's own sexuality. This is a time when they are physically capable of reproducing and cognitively aware enough to think about their sexuality.

(5) The last issue that must be dealt with during adolescence is achievement. This is a time when they need to decide what they want to do with their life, assess their abilities and figure out how they can attain their goals.

Key features of Adolescent social Development.

Social group	Early Adolescence (ages 9-13)	Middle Adolescence (ages 14-16)	Late Adolescence (ages 17-19)
Peers	- Center of social world shifts from family to friends. - Peer group tends to be same sex. - Strong desire to conform to and be accepted by a peer group	- Peer groups gradually give way to one-on-one friendship and romances. - Peer group tends to be gender mixed. - Less conformity and more tolerance of individual differences.	Serious intimate relationships begin to develop.

Source : American Psychological Association, 2002.

Social development during adolescence is very much affected by the cultural patterns. According to Cole, adolescents are tremendously sensitive to social stimuli, no other problem seems to them as serious as the establishment of themselves in their

own society. Adolescence is the period of increased social relationships and contacts. Adolescents are socially very conscious and active. They develop the sense of social environment and social belongingness. They cease to be ego-centric, selfish and unsocial. They want to mould their behaviour according to the norms of the society. The adolescents begin to think that they are the important part of the society and therefore, they have important role to play for the development of the society. They try to understand social customs and traditions, rules and laws faith and belief and show loyalty to them. A sense of patriotism also develops in their mind. Another significant change in the social aspect of a child during adolescence lies in his relationship with his parents and the family. He wants that his personality should be recognized by the parents and elderly members of the family. The social circle of an adolescent is very wide. Contrary to childhood, he becomes interested in the opposite sex.

Thus, adolescence is a period of rapid change and adjustment. At this stage, the adolescent acquires many habits, attitudes, ideals and social skills. Psychologist Crow found that in the selection of friends both adolescent boys and girls place considerable emphasis on display of traits like sincerity, consideration for others, good manners, friendliness, modesty and self-control by members of the opposite sex. Identification with peer groups, hero-worship, of patriotic spirit, development of a sense of sacrifice and leadership are some of the common feature of the social development of the adolescent. In short, the social development of this stage can be summarized as :

1. Adolescence are too much sex consciousness and try to seek friendship with the opposite sex aspects.
2. Group loyalty becomes very much prominent during this stage. They are ready to sacrifice their own interest for the greater cause of the group, society and nations.
3. An adolescent is highly sensitive, idealist and social reformer by nature. They are always ready to do some sort of social and community service.
4. The adolescents tend to choose friends of their own age, mental level and from same socio-economic group to which their own family belongs.
5. Too much diversity in the adolescents regarding their interests and sociability, culture, socio-economic status of the family, sex etc. effect their social interest and contacts.

6. Social consciousness develops fast, they want to be praised by others and want social approval of their modes of behaviour.
7. They love social service and altruism. They like to serve in the fairs, festivals, social gatherings etc. They can sacrifice their own conveniences for social service.

From the above, it is clear that in adolescence stage social development occupies very important place in the overall process of growth and development. During the process of social development, there is a progress in the social abilities or skills of an individual. With these increasing abilities he tries to bring improvement in the maintenance of social relationship.

Social Maturity :

In psychology, maturity is the ability to respond to the environment in an appropriate manner. This response is generally learner rather than instinctive. R.M. defines social maturity as the level

of social skills and awareness that an individual has achieved relative to particular norms related to an age group. It is a measure of the development competence of an individual with regard to interpersonal relations, behaviour appropriateness, social problem solving and judgement.

Wentzel defined social maturity as "adherence to social rules and role expectations," and is instrumental in the acquisition of academic knowledge and skills.

Social maturity doesnot require the formal joining of a group. It is a personal commitment each individual must make as to the attitude that will influence their daily lives. Social maturity achieves a three way balance in our concern for the total well being of ourselves, others and the environment in which we all survive. A very important aspect of social maturity is our attitude towards the environment in which we all survive.

Social maturity is a personal commitment, each individual must make as the attitude that will influence his/her daily lives. Social maturity helps adolescents to influences the social circumstances and develop stable patterns of social behaviour. If an individual is slow to adopt these patterns of social behaviour, he is judged as being retarded in a social development. So, it is necessary for adolescents to acquire more matured pattern of behaviour to be accepted by society and to be socially matured.

Social maturity is a term commonly used in two ways—

Firstly, in reference to the behaviour that conforms to the standards and expectations of the adults. Secondly, in reference to the behaviour that is appropriate to the age of the individual under observation. (Srivastava, 1987)

Social maturity is a personal commitment, each individual must make as the attitude that will influence his/her daily lives. Social maturity helps adolescents to influence the social circumstances and develop stable patterns of social behaviour. If an individual is slow to adopt these patterns of social behaviour, he is judged as being retarded in a social development. So, it is necessary for adolescents to acquire more matured pattern of behaviour to be accepted by society and to be socially matured. Social maturity will also help the adolescents to overcome their depressive symptomatology and problem behaviour so that they can lead a happy and successful life in the present and in the future.

Characteristics of Socially Mature individual :

Some of the notable characteristics of socially mature individual are stated in below:

1. A socially mature individual likes to mix up with every members of the society. He is capable of making and keeping a good relationship among them.
2. A socially mature individual is always ready to sacrifice his interests for the greater cause of groups, society and nation. He is always aware for the social obligations.
3. A socially mature individual is able to make proper decision and take suitable action during the time of social crisis, problem or situation etc.
4. A socially mature individual becomes an active member of the peer groups and is guided by the group rules and regulations. He believe in group loyalty and thus try to follow the values, behaviour and attitudes by their groups.
5. A socially mature individual is very much cooperative and believes in maintaining relationship with others. He believes in justice, equality and fraternity.
6. A social mature individual possesses the social virtues like kindness, brotherhood, courtesy, cheerfulness, sympathy etc.
7. A social mature individual possesses a greater degree of adaptability and adjustability. He can make effective adjustment with the varying needs of the society.

8. A social mature individual must have the following qualities. Like —
- (a) concept of dependence.
 - (b) self-control.
 - (c) stressless mind.
 - (d) social maturation.
 - (e) Follower of social norms, mores and social codes.
 - (f) Sharing and shouldering the social responsibilities.

Thus, social maturity means attaining maturity in social relationships. It implies an ability to take interest with others, to share, to cooperate, to develop friendship, sense of competition group loyalties, social perception, belongingness and social acceptance etc. Maturity in social relationship tends to establish good relations with family, neighbours, friends, classfellows, teachers and other members of the society.

Social Maturity and Teacher :

The teacher who has to guide the adolescent facing social problems will have to understand the social liabilities and assets. He has to find out the relationships between the adolescent on the one hand and his parents, the peer group, and the school on the other. For this, a teacher may do the following—

- (a) Know the setting and backgrounds of the adolescents.
- (b) Make an appraisal for their social status.
- (c) Plan a broad social programme to meet the needs of all.
- (d) Teach them an informal applied social psychology directly and indirectly.

The first step in helping the adolescent achieve social maturity is to gather information about his settings and backgrounds. It is, therefore, necessary that teacher should try to find out whether or not a particular boy or girl takes part in social activities, whether or not he or she belongs to a team, a society, or a council. Early or late maturing, higher or lower socio-economic status of the family may be influencing his or her social maturity.

The teacher has to investigate the causes of social maladjustment. He should than plan a social programme comprehensive enough to meet the needs of all adolescent. As some of the problems arise in the school environment, he may produce good social atmosphere in the school for adequate social development. But most of the social problems arise out of the school, in the family, in the group, in the relations with the other sex.

To solve these problems an active co-operation of the parents and the society has to be sought so that desirable social adjustment may be fostered. Regular parent teacher meeting, conferences between parents and adolescents, healthy associations of one sex with the other, active participation by both boys and girls in the school and community functions may go a long way in helping the adolescents achieve social maturity.

The teacher should be given on the development of social maturity by following the good-humoured, relaxed, friendly, social climate in the class.

Where socialized activity programmes as group games, scouting and guiding, debates and dramatics, run regularly and where students take part in them freely, social maturity is developed as desired. Social adjustment or social maturity may be developed through a direct or indirect instruction in informal applied social psychology.

Influence of family and peer in their social relationship :

Parent-child relationship does affect adolescent behaviour. Lau and Leung (1992) reaffirm from their research on family influences that parent-child relationship is a central factor in child's social development. Aquilino (1994) derived that parent-child relationship is of central importance for self-development of the adolescent. Young et. al (1995) too report that parent child relations are strongest predictors of self-satisfaction in adolescent offspring. It is found that adolescents perceptions of parental support, particularly intrinsic support (encouragement, appreciation, trust, love etc) to be

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positively correlated to the life satisfaction measure. Adolescent who come from homes characterized as authoritative are better adjusted and more competent, they are confident about their abilities, competent in the areas of achievements and less likely to get into trouble. On the other hand excessive parental control is linked to more negative changes of self-esteem. There is a need for parents to be more interactive with their children to draw out positive characteristics ties in their children. Adjustment with the parent may effect the adolescent's personality, the socio-economic status, the ability to cope and the nature of the relationship between parents. Family that share social reality should communicate with one another more accurately and with less conflict.

According to FCP Theory, (Family Communication Pattern Theory) families create a shared reality through two processes conservation orientation and conformity orientation. Conservation orientation is characterized by frequent, spontaneous, unconstrained interactions that allow family members to discover the meaning of symbols and objects. This orientation encourages all family members to participate in defining social reality. Conformity orientation is characterized by uniformity of beliefs and attitudes. This orientation allows family members in authority roles to define social reality.

Adolescents who have a good relationship with their parents are less likely to engage in various risk behaviours, such as smoking, drinking, fighting etc. Positive relationship with parents also facilitate intimate peer relationships. According to Lyons (2005) Damon (1983) and others stated that-parents attitudes about the topic like-religion, sex, morals, political views etc. do influence adolescents in making adjustment with the society. The majority of adolescents are well adjusted, have good relations with their families and friends and accept the values of society despite their conflict.

Adjustment with the parent may effect the adolescent's personality, the socio-economic status, the ability to cope and the nature of the relationship between parents. Family that share social reality should communicate with one another more accurately and with less conflict.

However, for some adolescents parental conflict can be quite stressful and leading to distancing themselves emotionally from parents.

Peer Influence on socialization :

The term peer group refers to an individual's small, relatively intimate group of peers who interact on a regular basis. Peer groups consist of individuals who share friendship, hang around and talk to each other as well as do activities together. As children develop into adolescents, they spend an increasing amount of time with their peers compared to their parents or other adults. The nature of peer groups also changes during adolescence.

Typically, in early adolescence peer groups are single-sex but by middle adolescence mixed-sex peer groups are more prevalent. During late adolescence peer groups start to disintegrate as individuals spend more time as part of romantic couple. (Brown, 2005)

Adolescence is a time when peers play an increasingly important role in the lives of youth. Adolescents begin to develop friendships that are more intimate, exclusive and more constant than in earlier years. In many ways, these friendships are an essential component of development.

During this period, the peer group begins to take the place of the family. Peer groups are formed because of similarities in appearance, dress, hobbies, interest, attitudes and other similar characteristics. Adolescents who do not have a particular peer group often feel alienated. When adolescents are rejected by their peers they are vulnerable to loneliness, low self-esteem and depression. The approval of peers is extremely important during the adolescents years (Myers, 2004).

They provide safe awareness when young can explore their identities, where they can feel accepted and where they can develop a sense of belongingness. Friendships also allow youth to practice and foster social skills necessary for future success. Nonetheless, parents and other adults can become concerned when they see their

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teens becoming preoccupied with their friends. Many parents worry that their might fall under negative peer influence or reject their families values and beliefs, as well be pressured to engage in high-risk and other negative behaviours.

In actuality, peer influence is more complex than our stereotype of the negative influences from friends. First, peer influence can be both positive and negative. While we tend to think that peer influence leads teens to engage in unhealthy and unsafe behaviours, it can actually motivate youth to study harder in school, volunteer for community and social services, and participate in sports and other productive endeavors. In fact, most teens report that peers pressure them not to engage in drug use and sexual activity.

Second, peer influence is not a simple process where youth are passive recipients of influence from others. Infact, peers who become friends tend to already have a lot of things in common. Peers with similar interests, similar academic standing, and enjoy doing the same things tend to gravitate towards each other. So while it seems that teens and their friends become very similar to each other through peer influence, much of that similarity was present to begin with.

Peer influence is the effect that peers can have on attitudes, values or behaviour. This influence may be positive or negative.

Positive aspects of peer groups	Negative aspects of peer groups
● Opportunity of develop new friendships. ● Opportunity to learn social skills ● Assist in developing concept of self and identity. ● Communication skills enhanced. ● Opportunity to develop healthy sexual relationships. ● Forum to share and solve problems ● Can provide supportive relationships. ● Self-esteem can be enhanced. ● Can share experiences, activities, etc.	● Individuality and suppressed ● Anxieties and psychological traumas may be caused by peer group rejection. ● Desire for acceptance may cause adolescents to compromise their beliefs and values. ● Conformity can lead to intolerance of those who are different. ● Desire to be seen to conform can lead to emotional isolation.

Adolescence is a period of rapid physical, emotional and social development. Associated with these changes are parallel changes in the patterns and types of an adolescent's relationships, both in the family and with peers. Peers play a vital role in the mental and emotional growth of adolescents. The influences of peer in different stages of adolescence are –

Pre-adolescence-Relationships are usually based around the group of same sex peers with whom they most constantly associate.

Mid-adolescence-Peer group plays an important role in helping to define an adolescent's identity independent of the family; this includes the development of the sex role identity. Peers become an important source of social support and companionship, and play a significant role in the shaping of thoughts and ideas.

Late adolescence-Friendships become more stable, interdependent and tolerant of differences in others. In contrast to the egocentric nature of earlier relationships, adolescents become more concerned about the impact of their behaviour on significant others.

Factors affecting social adjustment :

Adjustment can be defined as a psychological process. The process of behaviour e.g. learning, motivation, sensation, perception and maturation contribute to the process of adjustment. A social adjustment is an effort made by an individual to cope with standards, values and needs of a society in order to be accepted.

Again, social adjustment is the achievement of balance in social relationships usually aided by the appropriate application of social skills. The various factors that affect on social adjustment are as follows —

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(1) Personal Factors :

(a) Bodily structure and Health condition :

Development of social behaviour is greatly influenced by the physique and health which one possesses. A healthy adolescent with a normal physique develops self-confidence and a sense of self-respect. He has the strength and ability to make himself adjusted with the changing circumstances of the society. He is able to mix with the people and maintains a proper social relationship with the different peoples. On the other hand, the adolescent who is suffering from illness and having poor health or may physical defects develop the feeling of inferiority.

(b) **Intelligence** : Intelligence is the capacity of an individual to act purposefully, to think rationally and to deal effectively with his environment. The more intelligent a person is, the more chances of his social adjustment. So, the qualities of intelligence are very essential for effective social behaviour.

(c) **Emotional Development** : Emotional development and social adjustment are closely interrelated. Emotional maturity and adjustment are the most important elements of social maturity. The individuals who express their effective emotional feeling positive, can also possess a healthy social personality.

(B) Environmental Factors :

(a) **The family** : The family is the most powerful agency for socialization of a child. The child learns the first lesson of social qualities from his parents and other members of the family. The size of the family, the relationships within the family, attitude of the parents, socio-economic status of the family, the culture, tradition, values, ideals, etc. help the individual to develop socially and determine behavioural adjustment in the family and the society. Family also provides healthy social atmosphere and produces socially balanced personalities.

(b) **The school** : Social adjustment and development of the adolescence is also greatly influenced by the school environment. The relationship between teacher and students, the curriculum and co-curricular activities provided by the school, the culture, values, principles, rules and regulations of the school, behaviour of the teachers etc. have a great bearing on the social adjustment of the child.

(c) **The Peer groups** : The adolescent cares more for the attitudes and opinions

of the peer group than for the people in the home, as he finds, greater opportunities for gaining status, recognition and esteem among peers. A good peer relationship helps them to learn good qualities and inculcates the sense of loyalty, sympathetic attitude and the willingness to obey the social rules and regulations. In this way, they learn to cooperate, to lead and follow, to think for a common cause and to adjust in the changing social circumstances.

(d) Community : The environment of the community has a great influence on the social adjustment of the child. The social interests, habits, attitude, nature of the community and neighbourhood influence the behaviour of the child and helps in making an effective adjustment with the society. Every community is characterized by its unique cultural pattern, social mores, traditions etc. play an important role in shaping social behaviour of the individual and ensure social adjustment.

(5) Religious institution :

Institutions like church, temple, social institutions etc. play a dominant role in the social development and adjustment. The social behaviour of an adolescent is greatly influenced by the traditions, values, ideals and social characteristics maintained by these institutions and these help in their proper social adjustment.

(6) Mass Media :

The agencies like newspaper, radio, television, cinema etc. also exercise their influence on social adjustment of the adolescence. The mass media agencies can easily bring desirable changes in the behaviour of the members of the society and the impact of these agencies in social life can very well be recognized. The values of life, the style of living, the traditions and cultural pattern of the society are all undergo a significant change by these mass media and so these are considered as important agencies for social adjustment.

Educational Implication and Social Development :

The following suggestions will help the teachers and parents in making their children as socially well developed and socially well matured.

1. Teacher or parents should provide the knowledge of rich heritage, values, traditions, cultural aspects of the society etc. so that by understanding them, they become

- able to transmit the same at later stages of life.
2. Activities like N.S.S, N.C.C, Scouts, Self-government system, girls guide should be emphasised.
3. Encourage the adolescent to act according to the traditions of the school and family.
4. Encourage to participate in group activities and group work.
5. Excursions, study tours, historical trips etc. should be encouraged in the school.
6. Opportunities should be given to participate in social functions and social services etc.
7. Provide healthy environment in school and home for effective social adjustment.
8. Use suitable methods of teaching like project method, heuristic method, play method etc.
9. Try to cultivate good habits, values and attitudes towards society.
10. Provide more opportunities to express, arrange debates, discussions, lectures, seminars etc.
11. Adolescents should be provided training in leadership which will develop personal and social qualities among them.
12. They should be engaged in different social work according to their interest and skills.

QUESTIONS

1. Fill in the blanks :

- (a) Between the ages of —, there are many changes in social development. (11– 17 years)
- (b) Adolescence become more aware of their —. (identity)
- (c) Adolescence boys and girls become active members of —. (peer groups)
- (d) Group loyalty becomes very much prominent during — (adolescence)
- (e) Social maturity means attainment maturity in —. (Social relationship)
- (f) — can be defined as an psychologicals process. (Adjustment)
- (g) — is the achievement of balance in social relationships. (Social adjustment)
- (h) A — individual is always ready to sacrifice his interests for the greater cause of groups, society and nation. (Socially mature).

2. Questions :

- (a) What is social development.
 - (b) Write a definition of social development?
 - (c) Give characteristics of the social development of an adolescent.
 - (d) Mention the characteristics of social development of boys and girls.
 - (e) Write the nature of social behaviour of the adolescent.
 - (f) Define social maturity?
 - (g) Write five characteristics of socially mature individual.
 - (h) Write the qualities of a socially mature individual.
 - (i) What is the psychological meaning of social maturity?
 - (j) What should be the role of teacher for developing social maturity among the adolescence?
 - (k) Discuss the influence of family in developing social relationship among the adolescence.
 - (l) Discuss the role of peer in the development of social relationship among the adolescents.
 - (m) What is social adjustment?
 - (n) Write the factors affecting social adjustment among the adolescence.
- ● ●



Unit-6

Emotional and Personality Development

- EMOTIONAL DEVELOPMENT DURING ADOLESCENCE
- PERSONALITY DEVELOPMENT.
- ADJUSTMENT PROBLEMS AND JUVENILE DELINQUENCY.

Emotions play an important role in life and contribute to the personal and social development an individual. Emotions influence all the aspects of an individual's personality. Emotions are the prime motive forces of thought and conduct.

Etymologically the word emotion is derive from the Latin word "Emovere" which means to stir up, to agitate or to excite.

Emotional development refers to a child's improvement in awarness and control of their feeling and how they respond to these feelings in a given environment. Emotional development begins at around the age of 2. Emotional development is one of the major aspects of the human growth and development. The various emotions like love, anger, fear etc. play a significant role in the development of a child's personality. Apart from physical growth and development, our social, moral, intellectual, aesthetic development are also closely related with emotional development and controlled by emotional behaviour and experiences. Adolescents experience psychological and emotional changes. Some adolescents feel worried or uncertain about the future, others feel like nobody understands them. Adolescents have erratic emotions and behaviour. As part of being moody and restless, adolescents are introspective and often feel self-conscious, alienated and a lack of self esteem. Adolescents often experiences a feeling like "every one is watching me." Adolescents are also easily offended and sensitive to criticism.

According to Ross, "The adolescent lives an intense emotional life in which we

can see once more the rhythm of positive and negative phases of behaviour in his constant alternation between intense excitement and deep depression."

E.A. Peel has stated that "The main features of the emotional life of adolescence concern the loyalties, gang, school and group and are intimately connected with the transitional nature of adolescents."

Emotional development during adolescence involves establishing a realistic and coherent sense of identity in the context of relating to others and learning to cope with stress and manage emotions (Santrock, 2001). Establishing a sense of identity has traditionally been thought of as the central task of adolescence (Erikson, 1968). A. Gasell and others (1995) observe that 14 year olds are often irritable, are easily excited and explode emotionally instead of trying to control their feelings.

According to Richmond, "the restlessness, the changing moods, the flaming enthusiasm, often short-lived, the romantic fancies and the tendency to day-dreaming, the self conceit and self-assertion are the characteristics of girls teens."

During adolescence period, they shows strong feelings and intense emotions at different times. Moods might seem unpredictable. These emotional ups and downs can lead to increased conflict. They become more self-conscious especially about their physical appearance and changes. As they develop, try to compare their bodies with those of friends and peers.

Most of the conflict are caused by two factors : (a) the rapid physical growth and sudden bodily changes. The onset sexual puberty also contributes to adolescent fears and anxiety. Maturation gives rise to unexpressed fears and feeling of guilt.

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Emotional development reaches its maximum during adolescence. It is the period of heightening of all emotions like anxiety, fear, love, anger etc. Once again, like an infant, an individual experiences emotional instability and intensity during adolescence. Adolescents are not consistent in their emotional expressions. Their emotions fluctuate very frequently and the current of emotional flow is also very intense. For example, emotion of love makes them quite sensitive and blind. Emotion of anger, fear, shame and disgust make them quite explosive of the situation. Emotional restlessness and instability sometimes make them optimistic, pessimistic, moody and sometimes depressed, desparate, violent and delinquent.

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Similarly, during adolescence anger is aroused mainly due to self consciousness. The adolescent is very much sensitive to any kind of attack on his prestige. During adolescence anger is sometimes expressed through physical means. But as they mature, the physical expression of anger is controlled. The emotion of fear is aroused during adolescence mostly on account of physical development. The adolescent boys and girls consider these physical changes as some kind of disease and therefore, they experience fear.

Adolescents at this stage develop critical attitude towards religion and moral code dictated by elders. They become motionally attached to a great religious

leader, patriot or hero to whose ideals they want to shape their life. The love impulse of the adolescent is easily directed towards the ideal person. Thus, adolescence is the period of heroworship, which gives rise to religious sentiment and moral conduct.

During this period, adolescents manifests a spirit of independence and freedom. They wish to have more liberty so that they may gain new and varied experiences. They also develop the spirit of criticism with which they judge the attitude to his parents and elders towards him.

Some of the common emotional expressions that appear during this period are –
(a) Depression, (b) Loneliness, (c) Self-rejection, (d) Anxiety, (e) Stress, (f) Aggression, (g) Lability (h) Confusion etc.

Characteristics of Adolescents behaviour during emotional development :

The notable characteristics of adolescents behaviour during emotional development are as follows:–

1. Adolescents will display a multitude of emotions and in varying degrees in their search for independence and autonomy.
2. While their moods and temperaments, behaviour are profound and intense, they are often times inconsistent and unpredictable. Feelings tend to shift between superiority and inferiority.
3. Adolescents have a strong desire to establish acceptance among their peers. They frequently make comparisons and see themselves deficient in many ways.
4. This age group is extremely sensitive to criticism of any kind. They are easily offended. Feelings of inadequacy, coupled with fear of rejection by their peer group contribute to low self-esteem.

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5. Adolescents see their problems as unique and often exaggerate simple occurrences.
6. It is common for adolescents to have an unstable sense of self and try out new personal levels and associate with various peer groups. While these unstable identity issues are a common part of early adolescence, they tend to stabilize between the ages of 19 to 21.
7. During the adolescent years, teens might be strongly influenced by their peer's beliefs and behaviours. Adolescents often place a stronger emphasis on their friend's perceptions and values.
8. If they suffer from inferiority complex and do not get their dues they may think to run away from home and also to commit suicide if becomes more perplexed.
9. Emotions become complex and sometimes uncontrollable. More fear, anxieties and worries for different objects.
10. They develop more patriotic feelings and are attracted with heroes of their choice.

As part of being moody and restless, adolescents are introspective and often feel self-conscious, alienated and lack of self-esteem. They are also easily offended and sensitive to criticism. It influences their character, adjustment, habits, nature and temperament etc. Therefore, it is necessary to provide emotional training and make proper channelization of emotional energy.

The emotional development taking place during this stage leads to the adolescents emotional maturity. The child who is assured adequate food and sleep, who feels secure in his home environment, is given opportunities for self-expression and for social living and is protected from intense emotional stresses will utilize his attitudes for his smooth development. He may achieve emotional maturity and avoid behaviour displays that are so characteristic of the emotional immature.

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An emotionally mature individual is free from these response patterns : attention-getting, rationalization, projection, temper tantrums, identification, jealousy and day dreaming. Individuals, who have out grown these modes of emotional behaviour, usually are well adjusted and socially competent. They participate whole heartedly in interesting work and play activities. Adequate activity, sound sleep, friendly and loving parents and teachers and nutritious food all encourage emotional stability.

Summarizing the above discussion, it can be concluded by saying that—

- (a) Adolescents are optimistic and hopeful.
- (b) Adolescents search for adult identity and acceptance.
- (c) Adolescents strive for a sense of individual uniqueness in their search for identity.
- (d) Adolescents are vulnerable to one sided arguments.
- (e) Adolescents exaggerate simple occurrences and believe that personal issues are unique to themselves.
- (f) Adolescents have an emerging sense of humour.

Education and Emotional Development :

Emotionally, adolescent is not stable. If he is active and happy at one time, he becomes moody and dull at another time. Therefore, it is essential to take some precautions for healthy emotional development. Some of them are as following :

- (a) Parents and teachers should try to understand the adolescent's needs and should develop proper attitude towards them.
- (b) Encourage adolescents to examine critically the causes of their failures and help them in taking right decision to overcome failures.
- (c) Help in developing proper aspirations according to their abilities, interest and aptitudes etc.
- (d) Measures should be taken to reduce the mental tensions and conflicts of the adolescents that hinder healthy emotional development.
- (e) Provide fair treatment, sympathy, cooperation and freedom of action with a reasonable limit.
- (f) Help them in sublimating anger and sex through the activities of welfare of the society.

- (g) Interpersonal relationships in the school should be encouraged.
- (h) Interesting and relevant activities should be organised in school so that adolescents can develop their self-confidence.
- (i) They should be encouraged to express their pent up emotions which otherwise disturb them.
- (j) Give opportunity to answer all those who want to answer otherwise they might develop negative attitude and feel neglected.

Personality development :

Personality refers to individual characteristic patterns of thought, emotion and behaviour, together with the psychological mechanism. Personality is a pattern of relatively permanent traits and unique characteristics that give both consistency and individuality to a person's behaviour.

Etymologically, the origin of "Personality" is derived from Latin word "Persona", which means "to sound through". It also refers to the mask worn by an actor in Roman theatre for the purpose of playing a certain role on the stage. This means, "Personality refers to the outer appearance of a person."

G. W. Allport defines personality as the dynamic organisation within the individual of those psycho-physical systems, that determine his unique adjustment to his environment.

Every human being possesses his own individual personality. A child, an adolescent, or an adult—all possess their own unique qualities. These qualities or personality is reflected in all his activities and differs from individual to individual. The personality covers a wide range of traits and peculiarities of a person. Personality stands for the entire physical and mental development, character, conduct, behaviour, capabilities and ability for using discretion judiciously.

Personality expresses itself in three different ways—(a) The overt action which involves the gross bodily muscles and habits. (b) The verbal and communicative activities which are possible in case of human beings. (c) The thought and other internal subjective processes like emotions and impulses which are expressed along with languages.

Individuals in a society adjust themselves through these processes and different aspects of child's personality grow out of the interaction between the biological, social factors and environmental factors. The personality of an individual takes root during childhood and develops gradually.

The process of adolescence is a period of preparation for adulthood during which time several key development experience occur. Besides physical and sexual maturation, these experiences include movement toward social and economic independence and development of identity, the acquisition of skills needed to carry out adult relationships and roles, and the capacity for abstract reasoning.

Some of key areas of personality development that are valuable for adolescents include improving self-confidence, self motivation, nurturing talents, overcoming identity and peer influence.

The personality of an individual takes during childhood and develops gradually. The child's personality develops as he grows. His personality also changes during adolescence like other changes in him. His habits, friends,

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society, occupations etc. also changes because of his environment changes. All these factors influence the development on his personality as these have a tremendous impact on his mind. This impact either on the right or wrong side depends largely on the nature of the environment and physical development. Environment plays a significant role in one's personality development. Sensory motor activities, perception, living, thinking,

reasoning and creativity, imagination etc. development through the influence of environment. If the environment is rich and enlightened the child's personality grows in a normal manner. Various traits of personality like attitude, self-concept, self-confidence, emotional and social development, perception, learning, thinking and reasoning, various values of life etc. develop by environment. Similarly, the condition of the home, the kind of mothering and parenting a child receives plays an important role in shaping his personality.

During adolescence, health plays a vital part in the development of personality. Weak physique and frequent illness produce bad effects, specially frequent illness generally affects the development of personality. Such weaklings develop intolerance, self-fishness and jealousy. They also get short tempered. Studies revealed that such adolescents mostly spend their time in thinking about food, as they get very little time to think about other matters. The adolescent becomes unsocial, coward and short-tempered during the period of fasting. Illness during adolescence also affects the development of personality. Some children remain healthy throughout childhood, but fall seriously ill during adolescence. They, consequently, develop a feeling of inferiority complex. The physical development during adolescence brings a new also towards other life and also towards other people. The adolescent is very keen to know the reaction of others towards his speedy physical development and tries to live upto the expectations of other persons. In doing so, he often feels shyness, pride, frustrations, inspirations. This situation gives a new shape to his personality.

The personality of the adolescent is greatly influenced by the various members of the family. A tense family atmosphere produce emotional instability in the adolescent. Too much strictness by the parents create an urge of revolt in some adolescent and in some it develops an inferiority complex. In a home, where members quarrel with each other never help healthy development of adolescent's personality. Adolescents

● Environment plays a significant role in one's personality development.

● Health plays a vital part in the development of personality.

● Illness during adolescence also affects the development of personality.

coming from such homes lack self-control and develop frustration. On the other hand, strict parental control over children also plays an important role in the development of one's personality. Sometimes, strict control develops good social outlook and creates

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 interest in children towards studies. But sometimes it may also develop a sense of inferiority complex, emotional disturbance and lack of courage to express fearlessly. Again slack control encourages the child to become disobedience, carelessness and obstinate. Such children may also lack a sense of responsibility and become indolent, develop bad habits and do not pay attention towards studies. In a real sense, the child brought up under strict control acquires the virtues of obedience, courtesy, loyalty, honesty, self-sufficiency, self-confidence, but he may also become timid. Thus, strict and slack control influence the development of an adolescent's character in its own way.

Companions of adolescents are generally responsible for most of the good and bad traits of the personality of an adolescent. The influence of friends over the adolescent is quite remarkable. He feels secured and safe in the company of friends and classmates. He learns sharing and caring, give and take, tolerance and patience in the company of peers. Competition and cooperation behaviour develops at this stage more rapidly. If the young ones brought up properly, he develops many good qualities. Otherwise, may develop many complexes and it makes him mal-adjusted in life.

From the above discussion, we can say that the mode of behaviour may be regarded as a mirror of one's personality. Personality includes all the good and bad traits that an individual possesses. The development of personality is a continuous process. The varying experiences from the very consciousness of the individual contribute towards the development of his personality. Personality reflects the impact of the entire development of the individual.

Factors Influencing Personality :

Man is considered to be a psycho-physico-social organism. Therefore, his personality is influenced by Biological factors, Sociological factors and Psychological factors.

Personality Factors

Biological factors	Sociological factors	Psychological factors
1. Physique	1. Home	1. Intelligence
2. Chemique	2. School	2. Motivation
3. Nervous system	3. Language	3. Emotion
4. Culture	4. Attitude	
5. Interest		
6. Sentiment		

1. Biological Factors

The hereditary or biological factors play an important role in personality development. Infants show certain characteristics of their personality even during the first few weeks of their lives. The child the father of the man. The individual's biological constitution is a predisposing factor. It determines the general direction in which his personality is likely to develop. There are three specific biological factors in development. They are 1) Physique, 2) Chemique and 3) Nervous System.

1. Physique

- His height, weight, physical appearance, physical strength, general healthy, physical deformities and abnormalities influence his personality.
- A fat person may be lethargic, while a thin person may be active. The lethargy or the activeness may influence or affect.
- Physically disabled person feels inferior. It affects his personality.
- Dark complexioned person may feel inferior in front of a fair complexioned person, which affects the personality of dark complexioned person
- All these things influence a man's personality but it is not always.

2. Chemique

- 'Chemique' relates to the effects of the ductless glands (endocrine glands) on the personality development.
- Endocrine glands secrete hormones, which are responsible for our physical growth and mental development, but at the same time they influence our behaviour and personality also.

Development Psychology

- For example, thyroid gland secrete thyroxin hormone, which controls the growth. When this gland is under-active, the individual becomes lethargic and despondent. When this gland is overactive the individual becomes restless, irritable, worried and unstable.
- Diet, sleep, toxins and infection also make changes in our body, which influence our mood and behaviour.

3. Nervous System

- Sensory organs are the gateways of knowledge. The efficiency of the sensory organs depends up on the well-developed quality of the nervous system.
- Intellectual efficiency, physical power, patience, insight adjustment, thinking and reasoning all depend upon the efficiency of the nervous system.
- Any injury to the nervous system will affect the personality of the individual.

II. Sociological Factors

Home, school, language and culture are powerful sociological factors, which influence one's personality.

1. Home

- Parental attitude towards their children : Lovable parents bring their wards naturally lovable to everyone.
- Parents over-ambition : Over-ambitious parents want their children to achieve something beyond their actual capacities. This results in failure, loss of respect, feelings of guilt and shame.
- Parental preference on sex of the child. Some parents prefer and love male child, which affects the development of the female child.
- Step parents : Death of parents causes many problems, which affects the development of the child.
- Number of children : Too many children in a family do not get adequate care, which affects the personality of the children.
- Educational and socioeconomic status of parents : These also affect the personality of children.
- Other factors such as techniques of child rearing, integration among family members, general discipline, etc. also influence the personality.

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2. School

The following aspects in school system are responsible for shaping the personality of the children. They are :

- Personality of the heads, teachers and others staff.
- Discipline
- Suitable curriculum
- Suitable methods of teaching, etc.

3. Language Infrastructure

Effective communication is a sign of dynamic personality.

4. Culture

Culture influences the development of personality. Modern man is different from ancient man. Geographical environment is also responsible for cultural difference. This geographical variation causes personal variation among people.

III. Psychological Factors

One's personality is influenced by the psychological factors such as intelligence, motivation, attitude, emotion, interest, creativity, and sentiment.

- Genius and mentally retarded differ in their personality due to the difference in intelligence.
- Motivation makes personality difference as motivated people achieve more than less motivated people do.
- Emotional maturity contributes to one's personality development. A person who loses his patience will be condemned by all.
- Creative people develop personality compared to less creative people.
- Sentiment and interest will also have the effect on personality development.

Thus, personality is determined by biological, sociological and psychological factors.

Adjustment Problems and Juvenile Delinquency :

The term adjustment refers generally to the relationships that any organism establishes with respect to its environment. It is a state of complete equilibrium between an organism and its environment. The World Health Organization defines health as "a state of complete physical, mental and social well-being, and not merely the absence of disease." (WHO, 2006) Today, most of problems and mental disorders usually take

their start in childhood and adolescence. Approximately 1/5 of children and adolescents in Europe and the United States of America suffer from behavioural, emotional or developmental problems. Children and adolescents experiencing difficulties with mental health also tend to have problems with physical health, relationships with family members and peers as well as with functioning at school. (Jane-Llopis and Braddick 2008).

Child and adolescent adjustment problems relate to behavioural and emotional problems in adolescents. Research has indicated that these problems may be classified into two broad dimensions: External and Internal behavioural problems.

The external behaviour problems are typically represented by problems related to hyperactivity as well as conduct problems. Conduct problems refers to a range of acting out, disruptive, defiant, aggressive and anti social behaviour.

Internal behaviour problems are related to anxiety, depression, withdrawn behaviour and somatic complaints.

Along with this, the parental behaviour and practices such as critical, hostile, inconsistent, harsh or neglectful parenting have been associated with aggression, anti social, violence and depression in children and adolescence. Parents of anxious children were found to be more controlling, restrictive and over involved as

 ● Due to the reasons inherent in the adolescent and prevailing in the environment and society, the adolescent experiences a number of adjustment problems. For example, the generation gap between the parents and children causes serious problems of adjustment, the taboos and the moral code prevailing in the society is generally not acceptable to the adolescents, mainly because of their high sense of idealism and hatred for the rituals and false of life.

● Adolescent behaviour primarily as a reflection of the unfolding additional sequences in a biologically programmed process of maturing either directly or in terms of the adjustments resulting from the physiological changes at puberty, including increase in sex hormones and changes in the body structure and functions.

well as less accepting and granting psychological autonomy than parents of non-anxious children.

Due to the reasons inherent in the adolescent and prevailing in the environment and society, the adolescent experiences a number of adjustment problems. For example, the generation gap between the parents and children causes serious problems of adjustment, the taboos and the moral code prevailing in the society is generally not acceptable to the adolescents, mainly because of their high sense of idealism and hatred for the rituals and false of life. The basic reason of the clash is that no body is willing to see the point of view of the other and perhaps, they find it difficult to understand each other. This clash of values results in serious problems of adjustment and heavy mental strain for them.

The adolescence denotes a very eventful period during which the growing person makes the transition from childhood to adulthood. It is so significant in many aspects, starting from the development of primary and secondary sex characteristics towards physical maturity and also attainment of mental and emotional maturity. The period of adolescence is universally labelled as exciting, challenging, stormy and stressful. Adolescent behaviour primarily as a reflection of the unfolding additional sequences in a biologically programmed process of maturing either directly or in terms of the adjustments resulting from the physiological changes at puberty, including increase in sex hormones and changes in the body structure and functions. Genetic differences have also been identified. The biological influences on physical and psychological development, and effect of rapid levels of sex hormones on emotional and sexual behaviour are of immense significance and influence behaviour and adjustment.

The period of adolescence has universally been termed as a critical period and

 ● Thus, change in the role in society, favourable relations in home, inability with opposite sex and unnecessary restrictions on movement give rise to tensions and worries. This worry gives birth to undesirable aspects in their adjustment. Child's problems are mostly the problems of parent while adolescent's problems are mostly of his own problems.

problem age, an upsetting and turbulent age and the inevitable and universal consequences, for adolescents (Freud, 1947). They tend to be rebellious and don't like domination although they need parental guidance. The most difficult to cope with according to Freud was transition to full adult sexuality.

During adolescence there are forces that work against each other. There are conditions that push the youth forward and others that hold them back, specially in the early adolescent years. Adolescents, have a desire to assert their individuality and also great need to conform. They want to be independent and be protected at the same time. They harbour many conflicting feelings and motives. Teenagers encounter the personal problems posed by this role, and undergo the personal, physical, social and emotional growth and development characteristics of the second decade of life (Horrocks, 1962).

The adolescent period shows rapid shift between self confidence and insecurity. Identity confusion happens to be a major characteristics of adolescence. The adolescent period initiates the development of a personalized set of beliefs which many a time give birth to conflict with elders and society. They have to find out what they can do, and be proud of their own accomplishments.

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S.R. Laycock has specified the following problems areas of adolescents.

- (1) Adjustment in home, school, society and to opposite sex.
- (2) Freedom from home.
- (3) Adjustment in suitable vocation.
- (4) Developing a sound philosophy of life.

After undertaking an extensive study over the problems of adolescents, Charlottee Rope reported the following areas :

- (1) Teaching-learning relationship in school.

- (2) Occupational adjustment.
- (3) Financial problems.
- (4) Home life relationship and social adjustment.
- (5) Health adjustment.

Luella Cole has classified different problems of adolescents into eight areas. These are as :

- (a) The establishment of heterosexual interest.
- (b) Emancipation from home.
- (c) Emotional maturity.
- (d) Social maturity.
- (e) Beginning of economic independence.
- (f) Intellectual maturity.
- (g) Use of leisure.
- (h) Philosophy of life.

It is evident that with the onset of adolescence there come many physical and mental changes in the individual. These two types of changes are accompanied by many other changes. Now, the adolescents develops a desire to know more about various body organs of the opposite sex. They also develops a desire to participate more in social activities and these pose problems of adjustment with the environment.

Adolescence is the stage of development which produces a number of problems. These problems arise out of the adolescent's adjustment with the following social groups-

- (a) Family, (b) School, (c) Associates of one's own sex, (d) Associates of the other sex. The details of these are explained in below-

(a) Problems of Adjustment and family Communication : In general population studies, more than three decades of research has established a strong association between parent-child interactions and adolescent adjustment (Reiss, 2000, Steinberg, 2001). Research on parent-child communication has consistently demonstrated that parent-child interactions characterized by open communication, warm and supportive behaviour, and firm, consistent enforcement of developmentally appropriate expectations

positively influence child adjustment. Hostile, angry, and conflictual interactions, on the other hand, are associated with poorer adjustment. When parents come to know that the relationship between them and their children is about to change, when they find that their children are becoming more rebellious, less responsive and less involved in the life of the family, they feel threatened. As the adolescent becomes more independent he needs not so much care, direction and attention of his parents. But parents always think these necessary for his existence and well-being. As a result, there is a conflict going on between the adolescent and his parents.

(b) Problems of Adjustment with the School : The average adolescent tries to run away from home, though economically and vocationally he is yet not able to leave it. It is the school where he can be away from home for a particular length of time in the day. It is in the school also where he can mix with associates in the study-hall, in the classroom, on the playground and on the streets. If the school does not organise social gatherings like excursions, outings, trips and if there is no arrangement for social development, the adolescent does not find the school a satisfactory place. Consequently, he becomes a truant.

If the school wants that the pupils should find joy and satisfaction, pleasure and happiness it should organise social activities in its premise. These activities, if wisely directed, tend to develop social maturity in the adolescents. Maximum participation in curricular activities like evening games and sports, plays and dramatics and student councils will inculcate better social interests, skills and attitudes.

(c) Problems of Adjustment with Associates of One's Own Sex : Why does a boy belonging to upper class or higher caste family not like to mix with the one of lower class family? Why is a particular boy not popular? Why does a boy like a particular boy and not others? These are some of the problems raised when the adolescent tries to mix with the associates of his own sex.

So long as he is a child he does not have such problems. Children of different socio-economic status work and play with each other. But the social distance increases in the adolescence period. Upper class boys do not like to make friendship with boys of lower class.

In the society of adolescents there are many who are not popular, who do not belong, and who are occasional. It is strange to find isolates everywhere. Isolates are boys and girls who regard others their best friends but are disregarded by them. The adolescents who are thus rejected become quarrelsome or unduly sensitive. On the other hand, those who are liked seem to be cheerful, humorous and lively.

(d) Problems of Adjustment with the other Sex : The adolescence is stage when interest in the other sex is developed as a result of certain physical developments. The perennial topics of conversation among boys or among girls are sex and the opposite sex.

They try to learn about sex from each other; often, they do help each other but such help is fraught with difficulties. Hence there is a need for sex education at this stage. It is stage when the youngsters try to discover the other sex. At first the boys and girls do not know what to make of each other and how to get along together.

The boy now sees the neighbour girl in a new way. She is now really a different person from what she was when both of them were of twelve-year's age. If he develops healthy relations with her he is in a happy position. If he does not achieve a satisfactory adjustment to the other sex, he may have difficulties in marriage. He may have other social problems also.

The boy who cannot establish happy relations with girls may withdraw from their

The adolescent is a period of worry and anxieties for the boys and girls, because with rapid physical and mental changes has created a number of adjustment in the new environment. The problems before the adolescent are to acquire some economic independence, get rid of parental interferences, fulfilment of desires, how to spend leisure and which philosophy of life they should adopt. They develop some undesirable traits like negligence, discourtesy, short-temper, intolerance etc. All these factors have greatly affected the behaviour of the adolescents and pose problems of adjustment in the new environment.

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With Associates of One's Own Sex : Why

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In the society of adolescents there are many who are not popular, who do not belong, and who are occasional. It is strange to find isolates everywhere. There are boys and girls who regard others their best friends but are nevertheless rejected by others. Adolescents who are thus rejected become quarrelsome or lonely. On the other hand, those who are liked seem to be cheerful, generous and lively.

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must provide ample opportunities for self study and freedom to develop thinking subjects and materials.

- Guidance and counseling should be set at school to provide service to the needs and aspirations of individuals.
- Schools have to differentiate between discipline and freedom. They should not bring discipline in terms of all restrictions in their freedom.
- In school, healthy friendliness has to be encouraged between boys and girls, which may arrest the unwanted imagination about sex.
- Creative abilities are to be strengthened by rewards and awards.

associations. If he becomes too interested in the other sex and goes too far he may cause scandal. If the adolescent boy withdraws from association with girls he will become mentally unhealthy. Marriage becomes either impossible or likely to be unhappy for the introverted youngster who does not have healthy normal associations with the other sex.

Many girls, who find the boys of their own age sexually not so mature and responsive, try to seek attention from older boys. As sex maturity among boys and girls occurs at different ages, in a complicated and rapidly changing social situation the adolescents find it difficult to make social adjustment with the other sex.

The adolescent is a period of worry and anxieties for the boys and girls, because with rapid physical and mental changes has create a number of adjustment in the new environment. The problems before the adolescent are to acquire some economic independence, get rid of parental interferences, fulfilment of desires, how to spend leisure and which philosophy of life they should adopt. They develop some undesirable traits like negligence, discourtesy, short-temper, intolerance etc. All these factors has greatly affect the behaviour of the adolescents and pose problems of adjustment in the new environment.

Common Adjustment problems during Adolescence

Self-related	Home related	School Related	Social Related
1. Body image.	1. Authoritative parenting.	1. Strict Teachers.	1. Gender bias.
2. Complexion.	2. Poor rapport with parent.	2. Partial treatment	2. Caste related problems.
3. Body changes.	3. Low socio-economic condition.	3. Poor marks.	3. Generation gap.
4. Moodiness.	4. Lack of communication atmosphere.	4. Closed school	4. Orthodox practices.
5. Anger.	5. Non conducive atmosphere.	5. Too much home work	5. Repressive atmosphere.
6. Eating disorders.	6. Comparison with others participation.	6. No co-curricular participation	6. Over expectations.
7. Day dreams.	7. Long school hours.	7. Long school hours.	
8. Personality.			
9. Hypersensitivity.			
10. Feeling of rebel crushes.			

Adjustment problems occurs when an individual is unable to adjust to or cope with a particular stressor. Adolescence are different both from young children and adults. Specifically, adolescent are not fully capable of understanding complex concepts or the

relationship between behaviour and consequences which may affects their adjustment. Law, customs and practices may also affect adolescents differently than adults. A well adjusted adolescent actually looks forward to achievement and clear sexual identity is established.

Suggestions to Overcome Problems of Adolescents Adjustment :

- The following are some of the suggestions to overcome the problems of adolescents adjustment.
- Parents and teachers should explain to the children about the various aspects of growth and development related to specific periods that occurring during adolescent period — somatic change, social change, sexual change, emotional change etc.
 - Sex-related doubts should be clarified to them.
 - Adolescents develop secondary sexual characteristics. This development does not make them feel guilty if they are properly oriented.
 - Adolescents should be respected and be given freedom to share their feelings and problems.
 - Views of the adolescents are also to be taken for decision making. This will encourage them to have cordial relationship with the parents and teachers.
 - Based on the individual needs, the curriculum and co-curriculum are to be planned so that they will all participate fully.
 - Constructive work has to be given to the teenager for streamlining his energy.
 - Religious and moral education help to reduce the restlessness, indiscipline, dishonesty and aimlessness among the youth.
 - Adolescents want independence in every action. Hence, the school curriculum must provide ample opportunities for self study and freedom to select learning subjects and materials.
 - Guidance and counseling should be set at school to provide service to the needs and aspirations of individuals.
 - Schools have to differentiate between discipline and freedom. They should not bring discipline in terms of all restrictions in their freedom.
 - In school, healthy friendliness has to be encouraged between boys and girls, which may arrest the unwanted imagination about sex.
 - Creative abilities are to be strengthened by rewards and awards.

- Adolescents should be encouraged to adopt the great personalities of the world as role models.
- A regular parent-teacher meet brings down majority of problems of an individual.
- They should be encouraged in participating different social activities, recreational activities etc. through which they develop a sense of recognition and responsibility.

Juvenile Delinquency :

Juvenile delinquency is one of the most serious problems of our society. It is a common problem among adolescent. They are prone to commit delinquent acts because, with the onset of adolescence, the individual is able to move around with the gang and follow his group or his individual inclinations to a great extent. Secondly, the adolescents desire for new experiences together with his partly developed philosophy of life results in his taking unwise decisions. Majority of the delinquents detained belonged to 16-20 age group, followed by those who were 12 or 13.

From legal point of view delinquency is a norm-violating behaviour. From social point of view, delinquency means only a form of behaviour which is detrimental to the well being of society.

According to Coleman (1981), Delinquency refers to behaviour of youths under 18 years of age which is not acceptable to society and is generally regarded as calling for some kind of admonishment, punishment or corrective actions."

Juvenile delinquency may be defined as social offence committed by a young person, below the age of 18. In other words, it amounts to violations of "Conduct norms." Psychologically, delinquency is not a distinct entity, but rather one form of emotional disturbance.

The basic cause of delinquency is the frustration of some kind. The adolescents needs for security, independence, recognition, affection are frequently thwarted to such

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an extent that anti-social behavior is employed in a effort to relieve the pent up emotions.

Some of the conditions of life which cause frustrations leading to delinquency are poverty, low intelligence, conflicts within the family, a broken home lack of affection from parents, lack of success in school, poor housing conditions and inferiority feelings arising from real or imagined physical deviations. Truancy, destruction of property, violent acts towards rivals, sexual offences, theft and other problems are considered as factors responsible for delinquent behaviour. So, Juvenile delinquency refers to criminal acts performed by juveniles. Crime committed by children and adolescents under statutory age is called Juvenile delinquency.

Generally, any person between the ages 7-18, who violates the law, is considered as delinquent and persons above this age are considered as criminals. Juveniles are defined as those people who have not reached adulthood or the age of maturity.

According to Medical delinquency "conduct by a Juvenile characterized by antisocial behaviour that is beyond parental control and therefore subject to legal action." Juvenile delinquency is "a violation of the law committed by a Juvenile and not punishable by death or life imprisonment."

Section 2 (1) of Juvenile Justice Act, 2000 has defined "Juvenile in conflict with law" as a Juvenile who is alleged to have committed an offence and has not completed 18 year of age as on the date of commission of such offence.

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Juvenile delinquency is also known as teenage crime. It is like a crime that human beings commit but these crime differ because they are committed by young people. There are separate Juvenile courts and the purpose of Juvenile punishments is help the teenager understand the importance of staying away from crimes. Thus, we can say that a Juvenile, below an age specific under a statute exhibits behaviour which may prove to be dangerous to society and/or to him he may be called a "Juvenile Delinquent."

Some Other Definitions of Juvenile Delinquency :

When a juvenile, below an age specified under a status exhibits behaviour which may prove to be dangerous to society and/or to him may be called a 'Juvenile delinquent.' Each state has its own precise definitions the age range covered by the word "Juvenile."

1. Cyril Burt defines delinquency as occurring in a child "When his antisocial tendencies appear so grave that he becomes or ought to become the subject of official action."
2. Friedlander says, "Delinquency is a juvenile misconduct that might be dealt with under the law."
3. The Second United Nations Congress on the Prevention of Crime and Treatment of Offenders (1960) states, "By juvenile delinquency should be understood the commission of an act which, if committed by an adult, would be considered a crime."
4. C.B. Mamoria writes, "The phrase 'Juvenile delinquency' may be loosely used to cover any kind of deviant behaviour of children which violates normative rules, understanding or expectations of social system."
5. Comer (1992) defines juvenile delinquent as "children between the ages of 8 and 18 who break the law."

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6. Sarason and Sarson (2005) define juvenile delinquency as "violations of the law committed by children and adolescents (usually defined as persons 18 years of age or younger)."

Characteristics of Juvenile Delinquency :

1. They are educationally backward.
2. They are rarely isolated and introverted.
3. Emotionally immature.
4. Low intelligence and lack of basic social competency.
5. Inadequate control over his instinctive drives.
6. Aggressive and destructive temperament.
7. Hostile, defiant and resentful attitude.
8. Activities of stealing, smoking, assaulting and consuming alcohol.

Types of Juvenile Delinquency :

Delinquency exhibits a variety of styles of conduct or forms of behaviour. Each of the patterns has its own social context, the causes that are alleged to bring it about and the forms of prevention or treatment most often suggested as appropriate for the pattern in question.

Howard Becker (1966: 226-38) has referred to four types of delinquencies : (a) individual delinquency, (b) group-supported delinquency, (c) organised delinquency, and (d) situational delinquency.

(a) Individual delinquency :

This refers to delinquency in which only one individual is involved in committing a delinquent act and its cause is located within the individual delinquent. Most of the explanations of this delinquent behaviour come from psychiatrist. Their argument is that delinquency is caused by psychological problems stemming primarily from defective/faulty/pathological family interaction patterns.

Researches of Healy and Bronner, Albert Bandura and Richard Walters, Edwin Powers and Helen Witmer, and Henry Meyer and Edgar Borgatta are based on this approach. Healy and Bronner (1936) compared delinquent youths with their non-

delinquent sibling and analysed the difference between them.

Their most important finding was that over 90 per cent of the delinquents compared to 13 per cent of their non-delinquent sibling had unhappy home lives and felt discontented with their life circumstances. The nature of unhappiness differed: some felt rejected by parents and others felt inferior or jealous of sibling or suffered from mental conflict.

Thus, father-son rather than mother-son relations seemed more crucial in delinquency, as delinquent boys could not internalise moral values because of the absence of good role models in their fathers. In addition, their discipline was also more harsh and stern.

(b) Group-supported delinquency :

In this type, delinquencies are committed in companionship with others and the cause is located not in the personality of the individual or in the delinquent's family but in the culture of the individual's home and neighbourhood. The studies of Thrasher and Shaw and McKay talk of this type of delinquency.

The main finding in understanding why the young became delinquent was their association and companionship with others already delinquent. This was later put very clearly by Sutherland, who developed the theory of differential association.

Unlike the psychogenic explanations, this set of ideas focuses on what is learnt and who it is learnt from rather than on the problems that might produce motivation to commit delinquencies.

(c) Organised delinquency :

This type refers to delinquencies that are committed by formally organised groups. These delinquencies were analysed in the United States in the 1950s and the concept of 'delinquent subculture' was developed. This concept refers to the set of values and norms that guide the behaviour of group members encourage the commission of delinquencies, award status on the basis of such acts and specify typical relationships to persons who fail outside the groupings governed by group norms. Cohen was the first person to refer to this type of delinquency. He was followed by Cloward and Ohlin and a few others.

General prevention :

Comprehensive prevention plans should be instituted at every level of Government and include the following :

- (a) In-depth analyses of the problem and inventories of programmes, services, facilities and resources available.
- (b) Well-defined responsibilities for the qualified agencies, institutions and personal involved efforts.
- (c) Mechanisms for the appropriate co-ordination of prevention efforts between government and non-governmental agencies.
- (d) Policies, programmes and strategies based on prognostic studies to be continuously monitored and carefully evaluated in the course of implementation.
- (e) Methods for effectively reducing the opportunity to commit delinquent acts.
- (f) Community involvement through a wide range of services and programmes,
- (g) Close interdisciplinary co-operation between national, state, provincial and local governments, with the involvement of the private sector, representative citizens of the community to be served, and labour, child-care health education, social, law enforcement and judicial agencies in taking concerted action to prevent juvenile delinquency and youth crime,
- (h) Youth Participation in delinquency prevention policies and processes, including recourse to community resources, youth self-help, and victim compensation and assistance programmes,
- (i) Specialized personal at all levels.

Role of Socialization Processes :

Emphasis should be placed on preventive policies facilitating the successful socialization and integration of all children and young persons, in particular through the family, the community, peer groups, schools, vocational training and the world of work, as well as through voluntary organizations. Due respect should be given to the proper personal development of children and young persons, and they should be accepted as full and equal partners in socialization.

A. Family :

- Every society should place a high priority on the needs and well-being of the family and of its members.

- Since the family is the central unit responsible for the primary socialization of children, governmental and social efforts to preserve the integrity of the family, including the extended family, should be pursued. The society has a responsibility to assist the family in providing care and protection and in ensuring the physical and mental well-being of children. Adequate arrangements including day-care should be provided.
- Governments should establish policies that are conducive to the bringing up of children in stable and settle family environments. Families in need of assistance in the resolution of conditions of instability or conflict should be provided with requisite services.
- Where a stable and settled family environment is lacking and when community efforts to assist parents in this regard have failed and the extended family cannot fulfil this role, alternative placements, including foster care and adoption, should be considered. Such placements should replicate, to the extent possible, a stable and settled family environment, while, at the same time, establishing a sense of permanency for children, thus avoiding problems associated with "foster drift."
- Special attention should be given to children of families affected by problems brought about by rapid and uneven economic, social and cultural change, in particular the children of indigenous, migrant and refugee families. As such changes may disrupt the social capacity of the family to secure the traditional rearing and nurturing of children, often as result of role and culture conflict, innovative and socially constructive modalities for the socialization of children have to be designed.
- Measure should be taken and programmes developed to provide families with the opportunity to learn about parental roles and obligations as regards child development and child care, promoting positive parent-child relationships, sensitizing parents to the problems of children and young persons and encouraging their involvement in family and community-base activities.
- Government should take measures to promote family cohesion and harmony and to discourage the separation of children from their parents, unless circumstances affecting the welfare and future of the child leave no viable alternative.
- It is important to emphasized the socialization function of the family and extended

family; it is also equally important to recognize the future role, responsibilities, participation and partnership of young persons in society.

- In ensuring the right of the child to proper socialization, Governments and other agencies should rely on existing social and legal agencies, whenever traditional institutions and customs are no longer effective they should also provide and allow for innovative measures.

B. Education :

- Governments are under an obligation to make public education accessible to all young persons.
- Education systems should, in addition to their academic and vocational training activities, devote particular attention to the following :
 - (a) Teaching of basic values and developing 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 freedom;
 - (b) Promotion and development of the personality, talents and mental and physical abilities of young people to their fullest potential;
 - (c) Involvement of young persons as active and effective participants in, rather than mere objects of, the educational process.
 - (d) Undertaking activities that foster a sense of identity with and of belonging to the school and the community.
 - (e) Encouragement of young persons to understand and respect diverse views and opinions, as well as cultural and other differences,
 - (f) Provision of information and guidance regarding vocational training employment opportunities and career development.
 - (g) Provision of positive emotional support to young persons and the avoidance of psychological maltreatment,
 - (h) Avoidance of harsh disciplinary measure, particularly corporal punishment.
- Educational systems should seek to work together with parents, community organizations and agencies concerned with the activities of young persons.
- Young persons and their families should be informed about the law and their rights and responsibilities under the law, as well as universal value system, including United Nations instruments.

- Educational Systems should extend particular care and attention to young persons who are at social risk. Specialized prevention programmes and educational materials, curricula approaches and tools should be developed and fully utilized.
- Special attention should be given to comprehensive policies and strategies for the prevention of alcohol, drug and other substance abuse by young persons. Teachers and other professionals should be equipped and trained to prevent and deal with these problems. Information on the student body.
- Schools should serve as resource and referral centres for the provision of medical counselling and other services to young persons, particularly those with special needs and suffering from abuse, neglect, victimisation and exploitation.
- Through a variety of educational programmes, teachers and other adults and the student body should be sensitized to the problems, needs and perceptions of young persons, particularly those belonging to underprivileged, disadvantaged, ethnic or other minority and low income groups.
- School systems should attempt to meet and promote the highest professional and educational standards with respect to curricula, teaching and learning methods and approaches, and the recruitment and training of qualified teachers. Regular monitoring and assessment of performance by the appropriate professional organizations and authorities should be ensured.
- School system should plan, develop and implement extracurricular activities of interest to young persons, in co-operation with community groups.
- Special assistance should be given to children and young persons who find it difficult to comply with attendance codes, and to "drop-outs".
- Schools should promote policies and rules that are fair and just, students should be represented in bodies formulating school policy, including policy on discipline, and decision-making.

C. Community :

- Community-based services and programme which respond to the special needs, problems, interest and concerns of young persons and which offer appropriate counselling and guidance to young persons and their families should be developed, or strengthened where they exist.

- Communities should provide, or strengthen where they exist, a wide range of community-based support measures for young persons, including community-based support measures for young persons respond to the special problems of children who are at social risk. In providing these helping measures, respect for individual rights should be ensured.
- Special facilities should be set up to provide adequate shelter for young persons who are no longer able to live at or who do not have to live in.
- A range of services and helping measures should be provided to deal with the difficulties experienced by young persons in the transition to adulthood to adulthood. Such services should include special programmes for young drug abusers which emphasize care, counselling, assistance and therapy oriented interventions.
- Voluntary organizations providing services for young persons should be given financial and other support by Governments and other institutions.
- Youth organizations should be created or strengthened at the local level and given full participatory status in the management of community affairs. These organizations should encourage youth to organize collective and voluntary projects, particularly projects aimed at helping young persons in need of assistance.
- Government agencies should take special responsibility and provide necessary services for less or street children, information about local facilities, accommodation, employment and other forms and sources of help should be made readily available to young persons.
- A wide range of recreational facilities and services of particular interest to young persons should be established and made easily accessible to them.

D. Mass media :

- The mass media should be encouraged to ensure that young persons have access to information and material from a diversity of national and international sources.
- The mass media should be encouraged to portray the positive contribution of young persons to society.

- The mass media should be encouraged to disseminate information on the existence of services, facilities and opportunities for young persons in society.
- The mass media generally, and the television and film media in particular, should be encouraged to minimize the level of pornography, drugs and violence portrayed and to display violence and exploitation disavowably, as well as to avoid demeaning and degrading presentations, especially of children, women and interpersonal relations, and to promote egalitarian principles and roles.
- The mass media should be aware of its extensive social role and responsibility, as well as its influence, in communications relating to youthful drug and alcohol abuse. It should use its power for drug abuse prevention by relaying consistent messages through a balanced approach. Effective drug awareness campaigns at all levels should be promoted.

QUESTIONS

1. Fill in the blanks :

- a. Emotional and development reaches its maximum during — (adolescence)
- b. During adolescence — is aroused mainly due to self-consciousness. (anger)
- c. Adolescence develops critical attitude towards — and —. (religious and codes)
- d. Proper emotional development leads to the adolescents emotional — (maturity).
- e. Etymologically, the word "personality" is derived from — (persona)
- f. The word "Persona" is a — word. (Greek)
- g. Personality refers to the — appearance of a person (outer).
- h. One key areas of personality development during adolescence is — (self-confidence, self motivation etc.)
- i. Adjustment is a state of complete equilibrium between an organism and its — (Environment)
- j. One external behaviour problem of adolescent is — (disruptive, antisocial etc.)
- k. One internal behaviour problem of adolescent is — (depression, anxiety etc.)

1. Adjustment problem at home is common during the period of — (adolescent)
- m. Juvenile delinquency is also known as — crime. (teenage)
2. Answer the following questions :
 1. What do you mean by emotional development?
 2. Write about the nature of emotional development of adolescence period.
 3. Name some emotional expression that developed during adolescence period.
 4. What are the negative affects of adolescence emotional development?
 5. Write the causes of emotional conflict that arise during adolescent period.
 6. Mention four characteristics of adolescents emotional behaviour.
 7. What is personality?
 8. In which word the "Personality" is derived?
 9. Write the key areas of personality development of adolescence.
 10. What is adjustment problems?
 11. State the various causes of adjustment problems during adolescence period.
 12. Write the problems areas of adolescents as suggested by S.R. Laycock.
 13. Write the social groups in which adjustment problems of adolescence arise out.
 14. Define Juvenile delinquency?
 15. Write the causes of Juvenile delinquency?
 16. Discuss the role of family in preventing Juvenile delinquency.
 17. Discuss the role of mass-media and school in preventing Juvenile delinquency.
 18. Who is Juvenile delinquent?
 19. Write the characteristics of juvenile delinquency.

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