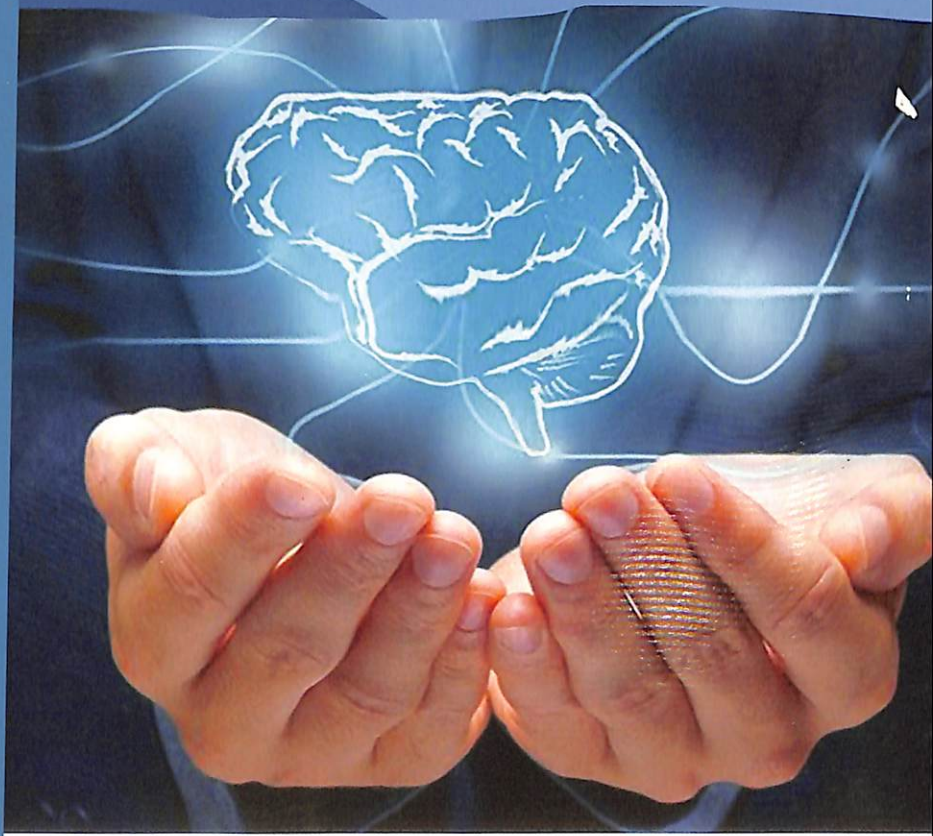


As per CBCS syllabus of BA second Semester of Honours (Generic) Course
and Regular (Core) Course of Gauhati University

Psychology of Adolescents



Dr. Utpal Kalita
Dr. Haimya Gohain

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Psychology of Adolescents

As per CBCS Syllabus of B. A. Second Semester of Honours
(Generic) and Regular (Core) of Gauhati University

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"Adolescence represents an inner emotional upheaval, a struggle between the eternal human wish to cling to the past and the equally powerful wish to get on with the future"

—Louise J. Kaplan



Preface

Adolescents are a positive resource for the country. They have unlimited energy, vitality and idealism, as well as a strong urge to experiment and create a better world. Adolescence is a transition period between childhood and adulthood, usually characterised by youthful exuberance as its most endearing hallmark. During adolescence the physical, intellectual and emotional characteristics and patterns of childhood are gradually replaced by adult ones, and girls and boys progressively evolve into a state of relative socio-economic independence. The definition given by WHO defines adolescence both in terms of age (10-19 years) and in terms of a phase of life marked by special attributes. These attributes includes rapid physical, psychological, cognitive and behavioural changes and developments, including urge to experiment, attainment of sexual maturity, development of adult identity, and transition from socio-economic dependence to relative independence. This book is an attempt to discuss the psychological analysis of different aspects of adolescents' development. This book is a basic requirement for the undergraduate students of Education subject for Honours (Generic) and Regular (Core) courses. This book has been written according to the CBCS syllabus of Gauhati University. The authors have taken special care not to include any topic which does not find place in the prescribed content of study. To facilitate easy comprehension, all possible attempts have been made at our end. It is written in a clear and reader friendly type. The language is simple and easily understandable. Important points were highlighted and the texts are classified in small parts to make it easier for the students to follow and remember.

We do not claim any originality regarding the content of the book. Discussions, writings and various view points of different prominent writers in the area are to a great extent taken into consideration. While writing this book various types of materials have been adopted from different books without their recognition. We, therefore, express our sincere gratitude and indebtedness to the various authors and publishers whose books have been consulted during the process of writing the book.

The authors are extended their appreciation to the publication house namely "Shanti Prakashan", Guwahati for publishing the book.

We hoped that the present collection will go a long way in fulfilling the need of the students as well as teachers. We shall be obliged to the readers if they give valuable comments and constructive suggestions for the improvement of the work.

February, 2020

Authors



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Paper No. 2016

1 Introduction to adolescent psychology

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

2 Physical and mental development

- Characteristics of physical development
- Characteristics of mental development
- Educational implications of physical and mental development

3 Social development

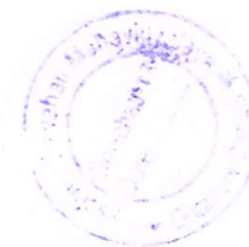
- Characteristics of social development
- Influence of peers in social development
- Factors affecting social adjustment

4 Emotional and personality development

- Characteristics of emotional development
- Personality changes during adolescence
- Adjustment problems of adolescence

5 Delinquency

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



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UNIT-1

Introduction to Adolescent Psychology

- Meaning and Definition of adolescence
- Need and Importance of Studying Adolescent Psychology
- Adolescence – Age of Transition
- Is Adolescence a Period of Storm and Stress?

Introduction:

The human being is never static. From the moment of conception to the time of death, the person is undergoing changes. Development may be defined as a progressive series of orderly, coherent changes. The various developments that take place during the life time of an individual are physical, motor, social, emotional, intellectual, aesthetic and moral. Developmental Psychology is the branch of psychology that studies intra individual and inter individual changes. The aim of education is to bring desirable changes in the learner. These changes are taking place due to growth and development. Therefore, to bring desirable changes in the child, knowledge of growth and development especially how the pre-natal and postnatal development takes place, how child's behaviour due to interaction with the surrounding etc is to be understood by prospective teachers.

Basic Concept of Growth:

We often use 'growth' and 'development' interchangeably, as synonymous terms. In the strictest sense of the word, 'growth' is different from 'development'. In this strict sense 'growth' means an increase in size. When we say that a body or any of its parts has "grown", it means that it has become larger and heavier. Thus increase in size height, length and weight which can be measured, contributes 'growth'.

In Encyclopaedia Britannica, growth is defined as "an increase in size or the amount of an entity". It means growth involves all those structural and physiological changes that take

place within individual during the process of maturation. For example, growth of a child means the increase in weight, height and different organs of the child's body.

Hurlock has defined Growth as "change in size, in proportion, disappearance of old features and acquisition of new ones".

Some key features of growth are:

- Growth is quantitative.
- Growth comprises of height, weight, size and shape of body organs like brain, etc.
- It is due to cell division.
- Growth is for limited period.
- Growth can be measured.
- Growth tells about one aspect of personality but in limited scope.

Basic Concept of Development:

Development, in the strict sense of the word, implies change in shape, form or structure resulting in improved working or functioning. Improved functioning implies certain qualitative changes leading to maturity. For example, 'arms' do not grow larger but they also develop because they improve in their functions. Increase in size and structure of arms enables the human individual to use them for more complex functions which were not possible earlier. Development is a progressive change the child undergoes which increases the physical, social, mental and emotional capacities of the child. It is a whole process which includes growth of the body as well as growth of various aspects of child's personality, e.g., the physical, emotional, social and cognitive development.

In Webster's dictionary development is defined as "the series of changes which an organism undergoes in passing from an embryonic stage to maturity."

In Encyclopaedia Britannica is the term development defined as "the progressive change in size, shape and function during the life of an organism by which its genetic potential are translated into functioning adult system." So, development includes all those psychological changes that take in the functions and activities of different organs of an organism.

Development is continuous and gradual process (Skinner). According to Crow and Crow (1965) development is concerned with growth as well as those changes in behaviour which results from environmental situation."

Salient features of development are:

- Development is quantitative as well as qualitative.
- In this with the physical changes cognitive social and emotional change are also included.

- It happens due to motor and adjust mental processes and their interplay.
- Development takes place till death.
- It can be observed by matured behaviour.
- Development deals with all the aspect of personality and has a vast scope.

Principles of Growth and Development:

1. **Development involves change:** The human being is never static. From the moment of conception to the time of death, the person undergoes continued and progressive changes. At every age, some of the developmental changes are just beginning, some are at the peak and others are in the process of decline.
2. **Development is Continuous:** Development does not occur in spurts. Although, it is suggested that there are definite developmental stages such as 'gang age' or 'adolescence', yet it is a fact that growth continues from the moments of conception until the individual's reaches maturity. It takes place at a slow regular pace rather than by 'leaps and bounds'. Development of both physical and mental traits continues gradually until these traits reach their maximum growth. For example, speech does not come over-night. It has gradually developed from the cries and other sounds made by the baby at birth. The first teeth seem to appear suddenly, but they start developing as early as the fifth fetal month: they cut through the gums about five months after birth. There may be a break in the continuity of growth due to illness, starvation or malnutrition or other environmental factors or some abnormal conditions in the child life.
3. **Early development is more critical than later development:** The environment in which children live during early formative years of life has a strong impact on their hereditary potentials. Favourable relationships with members of the family, liberal child training methods, and a stimulating environment result in the development of better adjusted individual in the later life.
4. **Development is product of maturation and learning:** Maturation refers to the sequential characteristic of biological growth and development. The biological changes occur in sequential order and give children new abilities. Changes in the brain and nervous system account largely for maturation. These changes in the

brain and nervous system account largely for maturation. The child's environment and the learning that occurs as a result of the child's experiences largely determine whether the child will reach optimal development. An enriched environment and varied experiences help the child to develop his/her potential.

5. **The developmental pattern is predictable:** It has two aspects:
 - **Development proceeds from the head downward.** This is called the **cephalocaudal principle**. This principle describes the direction of growth and development. According to this principle, the child gains control of the head first, then the arms, and then the legs. Infants develop control of the head and face movements within the first two months after birth.
 - **Development proceeds from the centre of the body outward.** This is the principle of **proximodistal development** that also describes the direction of development. This means that the spinal cord develops before outer parts of the body. The child's arms develop before the hands and the hands and feet develop before the fingers and toes.
6. **Development proceeds from general to specific:** It moves from a generalised to localised behaviour. This can be observed in the behaviour of infants and young children. This new-born infant moves his whole body at one time instead of moving only one part of it. The baby waves his arms in general and makes random movements before he is capable of such a specific response as reaching out for a specific object. He makes random kicking with his legs before he can co-ordinate the leg muscles well enough to crawl or to walk. When given an unpleasant stimulus on any part of the body i.e. a pin-prick he reacts with the entire body before he learns to restrict the movement to the particular part of the body which is stimulated. In the emotional field, the baby first responds to all strange objects with a general fear. Gradually, his fear becomes specific. He reaches out for the object as a whole before he can hold its specific parts.

7. **There are individual differences in development:** Although the patterns and sequences for growth and development are usually the same for all children, the rates at which individual children reach developmental stages will be different. Some children are more active while others are more passive.
8. **The child develops as a unified whole:** Child's intellect is related to his physical well-being. Physical well being is affected by his emotions and emotions are affected by his successes and failures in school and by the environment in the family. The children who are physically weak are slow in the development of mental processes also.
9. **Development follows an orderly process:** The development of the child takes place in an orderly sequence. A child learns to stand before he walks, he babbles before he speaks clearly and he learns to sit before he stands.
10. **Each developmental stage has certain characteristic trait:** There are some peculiar traits that are observed in children at a particular developmental stage and go away after sometime. The child's behaviour should be understood against the expected behaviour of his age.
11. **There are periods of accelerated growth and decelerated growth:** During babyhood and the early pre-school years the growth is rapid. During the school years, the growth rate decreases. Growth is again rapid during adolescence but physical growth tapers off during the later part of adolescence and by the time, an individual touches adulthood.
12. **Development is influenced by heredity and environment:** A child's genetic inheritance (i.e., heredity) provides the basic foundation for many physical and personality attributes, but the influences of social, cultural, and familial variables (i.e., environment) also contribute to development.
13. **Development proceeds at different rates for different behaviour:** Development of mental and physical traits is continuous but is never uniform for the entire individual. Development of memory and understanding is fast during childhood while abstract thinking, reasoning and capability to take decisions are at its peak during adolescence.

Differences between Growth and Development:

As we already know that growth and development are not same concept. Key differences between growth and development are mentioned below:

Growth	Development
1. Growth refers to physiological changes.	1. Development refers to overall changes in the individual. It involves changes in an orderly and coherent type towards the goal of maturity.
2. Changes in the quantitative respect are termed as growth.	2. Development changes in the quality along with quantitative aspect.
3. Growth does not continue throughout life.	3. Development continues throughout life.
4. Growth stops after maturation.	4. Development is progressive.
5. Growth occurs due to the multiplication of cells.	5. Development occurs due to both maturation and interaction with the environment.
6. Growth is cellular.	6. Development is organizational.
7. Growth is one of the parts of the developmental process.	7. Development is a wider and comprehensive term.
8. Growth may be referred to describe the changes in particular aspects of the body and behaviour of the organism.	8. Development describes the changes in the organism as a whole.
9. The changes produced by growth are subjects of measurements. They may be quantified and observable in nature.	9. Development brings qualitative changes which are difficult to measure directly. They are assessed through keen observation of behaviour in different situations.
10. Growth may or may not bring development.	10. Development is possible without growth.

Educational Implications of Principles of Growth and Development:

1. Education is not only a process and a product of growing, it means growing. It aims at the fullest possible realisation of all the potentialities of children. This implies that teachers and parents must know what children are capable of and what potentialities they possess. Equipped with this knowledge they should provide suitable opportunities and favourable environmental facilities which are conducive to the maximum growth of children. Apart from these opportunities, it is necessary that their attitudes are helpful, encouraging and sympathetic.
2. School programmes, procedures and practices should be adjusted to the growth and maturational levels of children, bearing in mind the individual variations in rates of growth. Since various aspects of growth are interrelated, parents and teachers should pay attention to all aspects.
3. Good physical growth, for example, through the provision of play, games and sports, is conducive to effective intellectual development; malnutrition has been found to be an important factor that retards development: hence, teachers and parents should cooperate in cultivating among pupils habits of balanced eating.
4. The principles of development have highlighted the importance of "individual differences" from one child to the other and from one stage to another. This fact justifies the provision of diversified courses for the development of specific talents, abilities and interests and a rich and varied programme of co-curricular activities. Similarly, the curricular activities should be based on the needs and interests of various stages of growth i.e., childhood, boyhood or later childhood, pre-adolescence and adolescence.
5. Each stage of growth has its possibilities and limitations. This implies that teachers and parents should not demand of pupils or children what is beyond their stage of growth. If they do so, they will only cause frustrations, heighten tension and nervousness in children. For example, it is wrong to expect a primary school child to appreciate abstract concepts and theories.
6. The inter-relatedness of growth demands presentation of knowledge in an interrelated manner and its integration with action. Since each child grows in his own unique way, it is but opposite that parents and teachers should treat each child as a unique individual and provide for this special needs and interests.

Stages of Development:

Different psychologists and educationists have different opinion regarding classification of human development. They classified the human development according to their own point of view. Classification of human development made by Philosopher Rousseau, Psychologist Earnest Jones, Educationist Raymont and Ryburn are mentioned below:

1. Classification of Rousseau:

Renowned naturalistic philosopher and educationist Rousseau classified the human development in his epic book 'Emile' in the following way:

- From Birth to 5 Years of Age : Infancy Period
- From 5 Years to 12 Years : Childhood Period
- From 12 Years to 15 Years : Early Adolescence Period
- From 15 Years to 20 Years : Late Adolescence Period

2. Classification of Earnest Jones:

Renowned psychologist Earnest Jones classified the human development in the following way:

- From Birth to 5 Years of Age : Infancy Period
- From 5 Years to 12 Years : Childhood Period
- From 12 Years to 18 Years : Adolescence Period
- Above 18 Years : Maturity

3. Classification of Raymont:

Educationist T. Raymont classified the human development in to five stages. These stages are mentioned below:

- From Birth to 3 Years of Age : Infancy Period
- From 3 Years to 7 Years : Early Childhood Period
- From 7 Years to 10/11 Years : Late Childhood Period
- From 11/12 Years to 14 Years : Early Adolescence Period
- Above 14 Years : Adolescence Period

4. Classification of Ryburn:

Educationist W. M. Ryburn classified the human development in an analytical way. This classification is mentioned below:

- From 0 to 3 Years : Infancy Period
- From 3 Years to 6/7 Years : Early Childhood Period
- From 6/7 to 8 Years : Transition Period
- From 8 to 12 Years : Late Childhood Period
- From 12 to 14 Years : Early Adolescence Stage
- From 14 to 18 Years : Late Adolescence Period

Meaning of and Definitions of Adolescence:

Adolescence is the most crucial and significant period of human life. It is the period which begins at the end of childhood and ends at the beginning of adulthood. Poets have described it as the spring of life of human being and an important era in the total life span. It is the period of rapid revolutionary changes in the individual's physical, mental, moral, spiritual, sexual and social outlook. Human personality develops new dimensions. It is the period to learn new things. It is the period of worries, anxieties, conflicts and complexities.

The word 'Adolescence' comes from a Latin word 'Adolescere' which means 'to grow up'. This period runs between childhood and adulthood and is sometimes called the period of teenage. Adolescence which brings about changes in an individual leads to the goal of maturity and being mature means having the rights and privileges of an adult. Broadly speaking, adolescence extends from sexual maturity to the age when independence from adult authority is legally assured.

Adolescence is referred to as teenage years, youth and puberty. Adolescence is the transitional period between childhood and maturity occurring roughly between ages 10 and 20. It is a time of moving from immunity of childhood into the maturity of adulthood. There is no single event or boundary of life that denotes the end of childhood or the beginning of adolescence. It is a crucial period of life and implies multiple physiological and psychological changes. This period which brings about changes in an individual leads to the goal of maturity

and being mature means having the rights and privileges of an adult. Adolescence begins with the onset of 'puberty'—a period of rapid physical growth and change that eliminates in sexual maturity. The word 'puberty' is derived from Latin word 'Pubertas' which means age of manhood. Puberty is that stage in development during which maturation in sexual appearance occurs and reproductive capacity is attained. It refers to the physical rather than behavioural changes. Although average onset of puberty is age 10 for girls and age 12 for boys, the normal change extends from age 7 to age 14 for girls and from 9-16 for boys. The two periods begin at much the same time, but adolescence lasts for about 8 years and involves not only the pubertal changes in the body but also developments in intellectual capacity, interests, attitudes, personal relationship emotional growth, vocational and academic interests, aptitudes and religious and moral developments.

During this period of adolescence, which is a period of rapid growth and development, the adolescents become extremely self-conscious of his varied needs which are related to the biology of his body as well as his placements in the social set up in which he is placed. In this transitional period (from childhood to adulthood) both mind and body go through a period of upsetting change in order to arrive at the new equilibrium. The individual passes from childish habits of behaviour and attitudes to mature one. Maturity means attainment of a realistic view of life, concern for others, self control, responsibility, self-reliance and deprivation of children protection. The adolescent is on the threshold of maturity where adolescent must make decision and adjustment that will have far-reaching application for the future.

The stage of adolescence is marked by remarkable development and changes in every aspect. Physical, mental, emotional, attitudinal changes which are characterized by this stage, often take place during this period, and this can be a cause of conflict on one hand and positive personality development on the other. Because the adolescents experience strong cognitive and physical change for the first time in their lives, they may start to view their friends, their peer group as more important and influential than their parents and guardians.

Adolescents are more dependent on peer relationship than the younger children. Adolescents find difficult to share their inner and outer lives with their parents. It is with their peers that adolescents have opportunity to intimately share their problems and experiences. Furthermore, in the peer group, adolescents feeling of belongingness grow and find the status. This goes and says that peer pressure is more important and even unavoidable in adolescence.

Traditional beliefs are that radical changes take place when the individual emerges from childhood into maturity and the individual is expected to shed all childish traits to develop the desired traits of a matured adult. This popular view was first given by G. Stanley Hall in 1904. As a result of experiences with young people and their expressed problems, 'Adolescence' is described to be the period of storm and stress. The storm and stress of today may be greater intensity than ever before because society is much more complex and complicated than it was in 1904.

Adolescence is the most important period of human life and an important era in the total lifespan. Interest and significance of adolescence had been recognized right from the ancient times but the scientific study of adolescence is very recent. At present considerable importance has been accorded to the adolescence phase of life which is described as a transitional phase between childhood, and adulthood, transition from a state of total dependence to full independence. In this transitional phase, considerable changes take place in person's physical built, physiology, intellectual ability and verbal and social skills, emotional and sexual development and expectations from family and society.

Each of the periods has its own problems which must be solved if the individuals are to enter the next period of human life without handicap. A major part of country's population is occupied by adolescents. Thus a country's success in various field of life depends upon the proper guidance of adolescents. Adolescence is not only the important stage of human development but it is the last stage before adulthood and, it, therefore, offers to both parents and teachers the last opportunity to educate a child for his adult responsibilities.

The biological definition of adolescence can be cited with the words of Webster's Dictionary — "the condition of being or in the period of becoming first capable of reproducing sexuality". Generally, psychologists define it as that period of life, when certain developmental task or changes take place in the behaviour or cognitive development (or both) of the individual. Sociologists define it as a transitional period from an interdependent state of childhood to a self sufficient state of adulthood.

Technically adolescence is the period from the beginning of sexual maturity (Puberty) to the completion of physical growth (Puberty is the period of rapid skeletal and sexual maturation that occurs mainly in early adolescence). The period of adolescence though identified since 18th century by German writers such as Goethe and Schiller to express the uneasiness felt by many young people, it was however in 19th century that need of study of adolescence was first discussed especially in Europe and America.

The study of adolescence by developmental psychologists began in the year 1904 with the publication of G. Stanley Hall's famed two volume treatise 'Adolescence'. He

discussed the period of adolescence as a legitimate stage of life. Although an adaptation crisis can occur at anytime in a person's life as a result of events, the years between 12 and 17 are a period of crucial adjustment, as it is a time at which the growing child experiences a course of biological and psychological development and faces many different problems with limited experiences and often with limited social support, such disturbances of adjustment are more common. Freud and his followers, in early 20th century put forward the reason of adolescents' turbulent behaviours are due to physiological changes and to coping with the transition to full adult sexuality.

Thus, it can be said that adolescence is a period of biological transition between childhood and adulthood. It is marked by rapid and fast physical growth as a result of which body structure, size, voice etc. shows remarkable change. On the psychological side there is acute self consciousness, rebelliousness and idealism. Culturally also this is the period of transition from dependency of childhood to the relative autonomy of adulthood. It is one of the most critical period of human growth and development, since physical, mental, emotional and social developments are at their peak during this stage. In the movement of adolescence to adulthood stressful conflict are often a part of them.

Thus, adolescents need to be properly guided, nourished and taken care of. A sense of physical and psychological and social well-being are to be developed among them which will help them answering some of the vital questions related to this rapid change in growth and development.

Hall (1916) who has frequently been the father of "Psychology of Adolescence" described adolescence as a period of storm of stress. He perceived the emotional life of the adolescents as oscillating between condemnatory tendencies. Egoism, vanity and conceit are just a characteristic of this period of life as are abasement, humiliation and bashfulness. Adolescence is a time of acute stress for some, does not mean that it is a stressful time for all. But it is reasonable to assume that a time which is fiery for some is at least smoky for others.

Every adolescent aspires to be wanted and liked, to be valued and to belong. Undoubtedly, it is not far from the truth that adolescents owing to quick and colourful changes in all directions naturally experience many problems like social problem, emotional problem, educational problem and the like. These different problems have tremendous effect upon their personality affecting different factors of the personality.

If these problems are solved it ensures healthy adjustment and develop positive attitude towards life and their personality will be healthy. Thus, researchers, felt it extremely necessary to throw some light on their outstanding characteristics, their problems related to different aspects and their impact on personality.

Many well known psychologists from time to time have described this stage of human life in their own way. Definition given by some of the well known psychologists in this regard may be mentioned below –

- According to William H. Burton, "The adolescent is an odd, awkward, graceful, respectful, selfish, altruistic, idealistic, narrow minded, sympathetic and cruel individual."
- Jean Piaget defines adolescence, "the age of great ideals and the beginning of theories as well as the time of simple adaptation to reality."
- According to Stanley Hall, "Adolescence is a period of great stresses and strains, storm and strife". Adolescence has been linked to a tide that rises in the reins of the youth.
- According to E.B. Hurlock, "Adolescence is both a way of life and a span of time in the physical and psychological development of an individual. It represents a period of growth and change in nearly all aspects of the child's physical, mental, social and emotional life. It is a time of new experiences, new responsibilities with adults as well as peers."
- According to A.T. Jersild, "Adolescence is that span of years during which boys and girls move from childhood to adulthood, mentally, socially, emotionally."
- Sorenson has described adolescence thus: "Adolescence is much more than one rung up the ladder from childhood. It is a built in, necessary transition period for ego development. It is a leave taking of the dependencies of childhood and a precarious reach for adulthood. An adolescent is a traveller who has left one place and has not reached the next... It is an intermission between earlier freedoms... and subsequent responsibilities and commitments... a last hesitation before... serious commitments concerning come and work."

Thus from the above definitions it can be said that adolescence has a broader meaning that includes mental, emotional and social maturity with physical maturity. While all periods in the life span are important, some are more important than others because of their immediate effect on attitude and behaviours of an individual whereas others are significant because of their long term effects. Adolescence is one of such periods when both the immediate effects and long term effects are important.

Characteristics of Adolescence:

Adolescence is something dynamic, something that changes from moment to moment. Therefore, no matter how you define it, you could be right and at the same time, it may not apply at all. Adolescence is a period of anxiety, a time to adjust with the changes occurring in them during that period, a time to find out the reason for their existence. The family problems and foolish activities of theirs make them land up in pain or depression. When they do not find any way to solve their problems, they surrender to drugs. By consuming this they lose their mental balance and try to forget their anxiety and depression.

Jersild has emphasized the following characteristics of Adolescent stage:

1. Firstly, the Adolescent strives to grow up, to be big and yet also to have some of the security that goes with being little.
2. Secondly, there is something radical about being an Adolescent, yet also something conservative.
3. Thirdly, the Adolescents, if able to draw upon their resources, have a great capacity for flexibility, yet they are rigid in many ways.

In general, adolescence has certain characteristics that distinguish it from the period that preceded it and that follows it. Following are some of the characteristics of Adolescents.

1. **Fast growth and structural changes in the body:** The individual desires to be free and independent of all authority. Due to the sudden changes in body and other features like change in voice, changes in body proportions, secondary sex characteristics, and expectorant, they feel inadequate at the beginning. They desire to be like adults and therefore, imitate the behaviour of adults.
2. **Development of new attitude towards oneself and others:** Adolescents develop new attitudes towards themselves and others. Parents too expect Adolescents to behave more responsibly and adopt adult ways of behaviour. Adolescents express their dislike towards the established rules and regulations in the society, and strongly defend their views and opinions. Some adolescents show leadership traits during this period.
3. **Rising awareness of one's rights and duties:** Adolescents become aware of their rights and duties. They also become conscious about social approval. Due to sexual maturity, many physical changes take place in the body and this leads to changes in the personality of the individual. The ideas, thinking and personality

traits admired before seem to the Adolescent as childish and undesirable. A new set of values and norms emerge and they are confused. They establish new relationships with others, find new friends and may break away from old friendships. They are always eager to better their abilities (competency).

4. **Adolescence is a transitional period:** Transition does not mean a break with or a change from what has gone before but rather a passage from one stage of development to another. The physical changes that take place during the early years of Adolescence affect the individual's behavioural level and lead to re-evaluations and a shifting adjustment of values. During any transitional period, the individual's status is vague and there is confusion about the roles the individual is expected to play.
5. **Confusing and dual standards:** Adolescence is not an easy stage by any standards. The Adolescent struggles between dependency and independence. They are caught between what their parents expect from them and what they want. They are confused about what they really want to do and be. Society on the whole does not make things easy.
6. **Admiring qualities of peers from the opposite sex:** The Adolescents admire certain traits in peers of opposite sex. Boys are admired by girls for traits like frankness, protectiveness, pleasing personality, neatness and good sense of humour. Boys admire girls for qualities like pleasant appearance, intelligence, friendly mannerism and kindness. Boys are late in sexual maturity by about a year than the girls of the same age. Therefore, generally girls are attracted to boys who are older than they are.
7. **Adolescence is a period of change:** The rate of change in attitudes and behaviour during Adolescence parallels the rate of physical change. There are almost five universal concomitants of the changes that occur during Adolescence.
 - *First*, is heightened emotionality; its intensity depends on the rate at which the physical and psychological changes take place.
 - *Second*, the rapid changes that accompany sexual maturing make young Adolescents unsure of themselves, their capacities and interests, leading to strong feelings of instability, which are often intensified by the ambiguous treatment they receive from parents and teachers.
 - *Third*, changes in their bodies, their interests and in the roles the social group expects them to play, create new problems which may seem more numerous

and less easily solved than any they have had to face before. Until they have solved their problems to their satisfaction, they will be preoccupied with them and with themselves.

- *Fourth*, as values change, what was important to them as children seems less important.
 - *Fifth*, most Adolescents are ambivalent about changes. While they want and demand independence, they often dread the responsibilities that go with independence and question their ability to cope with these responsibilities.
8. **Adolescence is an age with problems:** Adolescence is especially difficult for boys and girls to cope with, for two reasons. First, throughout childhood, their problems were met and solved in part at least by parents and teachers resulting in many Adolescents being inexperienced in coping with problems alone. Second, because Adolescents feel that they are independent, they demand the right of coping with their own independence, they demand the right of coping with their own problems, regulating the attempts of parents and teachers to help them. Their inability to cope with problems, results in their finding that the solutions do not always come up to their expectations.
 9. **Adolescence is a time of search for identity:** Conformity to group standards is more important than individuality in the early years of Adolescence. Gradually they begin to crave identity and are no longer satisfied to be like their peers. However, the ambiguous status of the Adolescent in today's world presents a dilemma that greatly contributes to the Adolescent "Identity Crisis" or the problem of ego identity.
 10. **Adolescence is a dreaded age:** Acceptance of the cultural stereotype of teenagers as sloppy, unreliable individuals who are inclined toward destructiveness and antisocial behaviour has influenced the self-concepts and attitudes of Adolescents toward themselves, making the transition into adulthood difficult. It leads to much friction with their parents and places a barrier between them and their parents, which prevents them from turning to their parents for help in solving their problems.
 11. **Adolescence is a time of unrealism:** Adolescents have a tendency to look life through rose-tinted glasses; seeing themselves and others, they would like them to be rather than as they are. This is true of Adolescent aspirations, which are unrealistic and responsible for the heightened emotionality. As Adolescence

draws to a close feeling that this period of life is happier than what they will face in adulthood, with its demands and responsibilities, it creates a tendency to glamorize Adolescence.

12. **Adolescence is the threshold of Adulthood:** As Adolescents approach legal maturity, they are anxious to shed the stereotype of teenagers and to create the impression that they are near-adults. Apart from dressing and acting like adults, they begin to concentrate on behaviour that is associated with the adult status - smoking, drinking, using drugs, indulging in sex, etc., which they believe will create the image they desire.
13. **Adolescence is a co-period of storm and stress:** Many Adolescents come into conflict with norms. They are divided between independence and conformity. Their need to establish their identity often makes them confronting others.
14. **Changes in the expression of emotions:** Emotional expressions of Adolescents are greatly influenced by maturity and training. They do not express their emotions directly like young children but have great control over them. Emotions become less general and more specific in expressions. With adult guidance, they are able to control babyish anger, jealousy, fear etc. They learn to use those expressions, which are more likely to be socially approved; in case of an Adolescent, the heightened emotionality, results from the physical and glandular changes. Sometimes, these changes make it difficult for him to make necessary adjustments to new patterns of behaviour and new social expectation. As a result, the Adolescent may suffer from anxiety and social pressure. Hence this stage is also called the period of storm and stress.
15. **Acquiring skills and building up attitude:** During early Adolescence various skills and special abilities are developed. In the later Adolescence, the individual is more interested in the vocational courses, which will be useful for his adult life. He also takes interest in reading novels, stories and other literature concerned with romance, scientific invention, adventures, biographies etc. The reasoning and abstract thinking also develop considerably in Adolescence.
16. **Adolescence is a period of individuals' emancipation:** Western culture emphasizes the teenage years as appropriate for establishing one's independence as a mature person. The experiences of an Adolescent represent a struggle towards the advancement of the behaviour pattern. The Adolescent becomes an emancipated person who attempts to achieve a new self-definition in many ways.

Need and Importance of Studying Adolescent Psychology

Adolescence period is termed as most important period of human development. It is very important and relevant to study the behaviour of adolescent boys and girls because adolescent boys and girls observe their life in a new way. Philosophy of life of adolescent boys and girls is generally based on the behaviour showed by them. Generally it is observed that adolescent boys and girls face different problems due to their psycho-physical changes. Different aspects related to studying adolescent psychology are mentioned below:

1. **A Transitional Period of Life:** Generally transition means that what has happened before will leave its mark on what happens now and in the future. Children, when they go from childhood to adulthood, must "put away childish things" and they must also learn new patterns of behaviour and attitudes to replace those they have abandoned. However, it is important to realize that what happened earlier has left its mark and will influence these new patterns of behaviour and attitudes. As Osterrieth has explained, "The psychic structure of the adolescent has its roots in childhood and many of its characteristics that are generally considered as typical of adolescence appear and are already present during late childhood". The physical changes that take place during the early years of adolescence affect the individual's behavioural level and lead to re-evaluations and a shifting adjustment of values. During any transitional period, the individual's status is vague and there is confusion about the roles the individual is expected to play. The adolescent, at this time, is neither a child nor an adult. 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 britches" and are reprimanded for their attempts to act like adults.
2. **A Period of Rapid Change:** Adolescence is termed as a period of rapid change. During early adolescence, when physical changes are rapid, changes in attitudes and behaviour are also rapid. As physical changes slow down, so do attitudinal and behavioural changes. There are five almost universal concomitants of the changes that occur during adolescence. The first is heightened emotionality, the intensity of which depends on the rate at which the physical and psychological changes are taking place. Because these changes normally occur more rapidly during early adolescence, heightened emotionality is generally more pronounced in early than in late adolescence. Second, the rapid changes that accompany sexual

maturing make young adolescents unsure of themselves, of their capacities, and of their interests. They have strong feelings of instability which are often intensified by the ambiguous treatment they receive from parents and teachers. Third, changes in their bodies, their interests, and in the roles the social group expects them to play create new problems. To young adolescents, these may seem more numerous and less easily solved than any they have had to face before. Until they have solved their problems to their satisfaction, they will be preoccupied with them and with themselves. Fourth, as interests and behaviour patterns change, so do values. What was important to them as children seems less important to them now that they are near-adults. For example, most adolescents no longer think that a large number of friends are a more important indication of popularity than friends of the type that are admired and respected by their peers. They now recognize quality as more important than quantity. Fifth, most adolescents are ambivalent about changes. While they want and demand independence, they often dread the responsibilities that go with independence and question their ability to cope with these responsibilities.

3. **Problem Age:** Every age of human has some problems and adolescence also has certain problems. Problems of adolescence stage are difficult for boys and girls to cope with. These are two reasons for this. First, throughout childhood, their problems were met and solved, in part at least, by parents and teachers. As a result, many adolescents are inexperienced in coping with problems alone. Second, because adolescents want to feel that they are independent, they demand the right of coping with their own problems, rebuffing attempts on the part of parents and teachers to help them. Because of their inability to cope with problems alone as well as they believe they can, many adolescents find that the solutions do not always come up to their expectations.
4. **Time of Search for Identity and Self Dependence:** Adolescence period is a special time of search for identity and self dependence. Any deviation from the group standard is likely to be a threat to group belonging in the early years of adolescence, conformity to the group is still important to boys and girls. Gradually, they begin to crave identity and are no longer satisfied to be like their peers in every respect, as they were earlier. However, the ambiguous status of the adolescent in the American culture of today presents a dilemma that greatly contributes to the adolescent "identity crisis" or the problem of ego-identity. As

Erikson has explained the identity the adolescent seeks to clarify is who he is, what his role in society is to be. Is he a child or is he an adult? Does he have it in him to be someday a husband and father...? Can he feel self-confident in spite of the fact that his race or religious or national background makes him a person some people look down upon? Overall, will he be a success or a failure? Erikson has further explained how this search for identity affects the adolescent's behaviour. In their search for a new sense of continuity and sameness, adolescents have to refight many of the battles of earlier years, even though to do so they must artificially appoint perfectly well-meaning people to play the roles of adversaries; and they are ever ready to install lasting idols and ideals as guardians of a final identity. The integration now taking place in the form of ego identity is more than the sum of childhood identifications. One of the ways adolescents try to establish themselves as individuals is by the use of status symbols in the form of cars, clothes, and other readily observable material possessions. They hope, in this way, to attract attention to them and to be recognized as individuals while, at the same time, maintaining their identity with the peer group.

5. **A Dreaded Age:** Acceptance of the cultural stereotypes of teenagers is sloppy. Unreliable individuals, who are inclined towards destructiveness and antisocial behaviour, have led many adults, who must guide and supervise the lives of young adolescents, to dread this responsibility and to be unsympathetic in their attitudes toward and treatment of normal adolescent behaviour. By doing so it leads to much friction with their parents and places a barrier, between them and their parents, which prevent them from turning to their parents for help in solving their problems. In the words of Majeres, "Many popular beliefs about adolescence have definite evaluative connotations and, unfortunately, many of them are negative. Acceptance of the cultural stereotype of teenagers as sloppy, unreliable individuals who are inclined toward destructiveness and antisocial behaviour has led many adults who must guide and supervise the lives of young adolescents to dread this responsibility and to be unsympathetic in their attitudes towards, and treatment of, normal adolescent behaviour". Popular stereotypes have also influenced the self-concepts and attitudes of adolescents toward themselves.
6. **Time of Unrealism or Fantasy:** Adolescents have a tendency to look at life through rose-tinted glasses. They see themselves and others as they would like them to be rather than as they are. This is especially true of adolescent aspirations.

These unrealistic aspirations, not only for themselves but also for their families and friends, are in part, responsible for the heightened emotionality characteristic of early adolescence. The more unrealistic their aspirations are, the more angry, hurt, and disappointed they will be when they feel that others have let them down or that they have not lived up to the goals they set for themselves. With increased personal and social experiences, and with increased ability to think rationally, older adolescents see themselves, their families and friends, and life in general in a more realistic way. As a result, they suffer less from disappointment and disillusionment than they did when they were younger. This is one of the conditions that contribute to the greater happiness of the older adolescent. As adolescence draws to a close, it is not uncommon for both boys and girls to be plagued by over idealism of the single, carefree life that they will soon give up as they achieve the status of adults. Feeling that this period of their lives is happier than what they will face in adulthood, with its demands and responsibilities, there is a tendency to glamorize adolescence and to feel that a happy, carefree age has been lost forever.

Goals of Adolescence:

According to the theories of motivation, human behaviours are always goal oriented. Goals are the norms with whom our behaviours and present situations are compared. Individual goals are based on past experience of learning, features of individual as well as opportunities and problems of the situation. Adolescents form their goals on the basis of situation and opportunities. Goals of adolescents are different from the goals of adult people.

According to psychologist Erikson, goals of adolescence stage are as follows:

1. Form a coherent identity.
2. Form an intimate relationship with a member of the other sex.
3. Abandon parental goals.
4. Attain independence from the peer group.

Again in the words of R. Havighurst, developmental tasks or goals of adolescence are as follows:

1. Achieving new and more mature relations with age-mates of both sexes.
2. Achieving a masculine or feminine social role.
3. Accepting one's physique and using the body effectively.
4. Achieved emotional independence of parents and other adults.

5. Preparing for marriage and family life
6. Preparing for an economic career.
7. Acquiring a set of values and an ethical system as a guide to behaviour, developing a ideology.
8. Desiring and achieving socially responsible behaviour.

Apart from these goals, in general goals of adolescence are mentioned below:

A. General Emotional Maturity

From	Towards
1. Destructive expression of emotion.	1. Harmless or constructive expression.
2. Subjective interpretation of situations.	2. Objective interpretation of situations.
3. Childish fears and motives.	3. Adult stimulus and emotions.
4. Habits of escaping from conflicts.	4. Habits of facing and solving conflicts.

B. Establishment of Heterosexual Interests

From	Towards
1. Exclusive interest in members of opposite sex.	1. Normal interest in members of opposite sex.
2. Experience with many possible mates.	2. Selection of one mate.
3. Acute awareness of sexual development.	3. Casual acceptance of sexual maturity.

C. General Social Maturity

From	Towards
1. Feeling of uncertainty of acceptance by peers.	1. Feeling of secure acceptance by peers.
2. Social Awkwardness.	2. Social Poise.
3. Social intolerance.	3. Social tolerance.
4. Slavish invitation of peers.	4. Freedom from slavish invitation.

D. Emancipation from Home Control

From	Towards
1. Chose parental control.	1. Self control.
2. Reliance upon parents for security.	2. Reliance upon self for security.
3. Identification with parents as Models.	3. Attitude towards parents as friends.

E. Intellectual Maturity

From	Towards
1. Blind acceptance of truth on the basis of authority.	1. Demand for evidence before acceptance.
2. Desire for facts.	2. Desire for explanation of facts.
3. Many temporary interests.	3. Few, stable interests.

F. Selection of Occupation

From	Towards
1. Interest in glamorous occupation.	1. Interest in practicable occupation.
2. Interest in many occupations.	2. Interest in one occupation.
3. Over or under estimation of one's own ability.	3. Reasonably accurate estimate of one's own ability.

G. Use of Leisure

From	Towards
1. Interest in individual powers.	1. Interest in success of team.
2. Participation in games.	2. Spectator interest in game.
3. Interest in many hobbies.	3. Interest in one or two hobbies.
4. Membership in many clubs.	4. Membership in few clubs.

H. Philosophy of life

From	Towards
1. Indifference towards general principles.	1. Interest in and understanding of general principles.
2. Behaviour dependent on specific, learned habits.	2. Behaviour guided by moral principles.

I. Identification of self

From	Towards
1. Little or no perception of self.	1. Moderately accurate perception of self.
2. Little idea of other peoples' perception of self.	2. Good idea of other peoples' perception of self.

All these goals have a far reaching effect, if guided properly, in the later, on personality development of adolescents.

Basic Needs and Problems of Adolescents:

Every child has certain needs. Adolescents also have certain basic needs. These needs are likely to be accompanied by potential difficulties and problems. It is a fact that the adolescent faces the same problems as faced by others. But the problems of adolescents are very complex. Problems which remained unsolved during early years appear again at this stage. During childhood the child's needs were met and his problems were solved mostly by parents and teachers. But during adolescent, period boys and girls have to solve their own problems. The basic needs and problems of adolescents are as follow, Viz. need for Status, need for Approval, and Reorganization, need for Advice, need for Independence, need for Intimate friendship, need for Family life education, need for Recreation activities.

Factors influencing adolescent's development are multidimensional and complex in nature. The web of social relationships with parents, Grandparents, siblings, peer groups and in their interpersonal attitudes, Economic conditions, culture, religion, educational, and occupational status of parents, impact of nutritional and health care also influences the development of adolescent.

The Girl child especially adolescent girl in Indian social setup lives in a very peculiar socio-cultural Milieu. She is being protected more carefully than the boys. This outlook towards girls makes them feel more confused to use opportunities within fixed frame. Many girls feel a sense of rejection at their home environment because of either authoritarian or permissive attitude of the parents or the lack of the closeness between the parent and the child.

Same adolescent girls have same kind of understanding with their mother but not with their father. Mother bridges the gap between father and daughter. Most of the girls have fear of parents and that compels them to tell lies to cover one lie more lies follow. So we should allow them to tell the truth and find a better solution than punishment to save them from the bad habit of telling lies.

Most of the adolescent girls learned about sexuality and peer relationship from the immature classmates or books. Not a single incident was found where parents allowed comfortable opportunities for discussing such issue openly with their adolescent girls.

Adolescents have needs similar to those experienced by the adults. But as they are subjected to different kinds of social expectations they fail to fulfil their needs. So there is need to make them understand the situation and involve them in decision making. Adolescents crave for power, competence and significance and those who are deprived of those factors show behaviour problems.

In rural India most of the girls seem to jump straight from childhood to adulthood. Many assume adults roles in the family even before the onset of puberty, taking responsibilities for household and child care tasks and in addition working in the fields. These girls experience the joys and pains of growing up. These may vary depending on geographic, location economic circumstances and most significantly, the social and cultural environment in which they find themselves.

Healthy development of adolescents depend on several complex factors via, social-economic circumstances, the environment in which they live and grow, the quality of relationship with their families, communities, peer groups and the opportunities for education and employment.

For girls adolescence is a period of extreme stress and strain, menarche and menstruation are bound to elicit tremendous psychological and social response in them in conservative society like ours where these matters are hardly discussed freely. There bound to be some practices customs and misbeliefs which are detrimental during adolescence period.

Adolescence – Age of Transition

As compared to other stages of development, adolescence is more unique. Adolescence is sometime viewed as a transitional state, during which youths begin to separate themselves from their parents but still lack a clearly defined role in society. Adolescents face a range of developmental issues. He experiences a variety of biological changes, cognitive changes social changes and encounters a number of emotions. Lord Byron quotes this age in his words as **"So much alarmed that they are quite alarming. All giggle Blush, half pertness and half Pout."** In adolescence, different types of transition are normally found such as- Physical transition, Cognitive transition, Emotional transition and Social transition. These are discussed below:

1. Physical Transition

The biological transition of adolescence, or Puberty, is perhaps the most observable sign that adolescence has begun, more broadly speaking puberty is used as a collective term to refer to all the physical changes that occur in the growing girl or boy as the individual passes for childhood into adulthood.

The timing of physical maturation varies widely. In the United States, menarche typically occurs around age 12, although some youngsters start puberty when they are

only 8 or 9 others when they are well into their teens. The duration of puberty also varies greatly 18 months to 6 years in girls and two five years in boys.

The physical changes of puberty are triggered by hormones, chemical substances in the body that act on specific organs and tissues. In boys a major change incurred during puberty is the increased production of testosterone, a male sex hormone, while girls experience increased production of the female hormone estrogens. Both in boys and girls a rise in growth hormone produces the adolescent growth spurt, the pronounced increase in height and weight that marks the first half of puberty.

2. Cognitive Transition

A second element of the passage through adolescence is a cognitive transition. Compared to children, adolescents think in ways that are more advanced, more efficient and generally more complex. This is evident distinct areas of cognition.

First, during adolescence individuals become better able than children to think about what is possible, instead of limiting their thought to what is real.

Second, during the passage into adolescence, individuals become better able to think about abstract ideas. For example, adolescents find it easier than children to comprehend the sorts of higher order, abstract logic inherent in puns, proverbs, metaphors and analogies. This is clearly seen in the adolescent's increased facility and interest in thinking about interpersonal relationship, politics, philosophy, religion and morality- topics that involve such abstract concepts as friendship, faith, democracy, fairness and honesty.

Third, during adolescence individuals begin thinking more often about the process of thinking itself or meta-cognition. As a result, adolescents may display increased introspection and self-consciousness. Although Improvements in meta-cognitive abilities provide important intellectual advantages, one potentially negative by product of these advances is the tendency for adolescents to develop a sort of egocentrism, or intense preoccupation with the self. Psychologists refer to this as the imaginary audience.

A fourth change in cognition is that thinking tends to become multidimensional, rather than limited to a single issue. Being able to understand that people's personalities are not one- side, or that social situations can have different interpretations, depending on one's point of view, permits the adolescents to have far more sophisticated and complicated relationship with other people.

Finally, adolescents are more likely than children to see things as relative, rather than absolute. They are more likely to question other's assertion and less likely to accept "facts" as absolute truths. This increase in relativism can be particularly

exasperating to parents, who may feel that their adolescent's children question everything just for the sake of argument.

3. Emotional Transition

Adolescence is also a period of emotional transition, marked by changes in the way individuals view themselves and in their capacity to function independently. As individuals' self-conceptions become more abstract and as they become more able to see themselves in psychological terms, they become more interested in understanding their own personalities and why they behave the way they do. For most adolescents, establishing sense of autonomy, or independence, is as important a part of the emotional transition out of childhood as is establishing a sense identity. During adolescence, there is a movement away from the dependency typical of childhood toward the autonomy typical of adulthood.

For example, older adolescents do not generally rush to their parents whenever they are upset, worried or in need of assistance. They do not see their parents as all-knowing or all all-powerfull, and often have a great deal of emotional energy wrapped up in relationships outside the family. In addition, older adolescents are able to see and interact with their parents as people, not just as their parents. Being independent, however, means more than merely feeling independent. It is also means being able to make decisions and to select a sensible course of action. In general, researchers find that decision- making abilities improve over the course of the adolescents' years, with gains continuing well into the later years of high school.

Many parents wonder about the susceptibility of adolescents to peer pressure. Specifically, adolescents are more likely to conform to their peer's opinions when it comes to short- term, day-to-day, and social matters- styles of dress, tastes in music and the early years of high school. When it comes too long term questions concerning educational or occupational plans, however, or values, religious belief, and ethical issues, teenagers are influenced in a major way by their parents.

In general, during childhood, boys and girls are highly oriented toward their parents and less so toward their peers; peer pressure during the early elementary school years is not especially strong.

During early adolescence, conformity to parents continues to decline and conformity to peers and peer pressure continues to rise. It is not until middle adolescence that genuine behavioural independence emerges, when conformity to parents as well as peers declines.

4. Social Transition

Accompanying the biological, cognitive and emotional transitions of adolescence are important changes in the adolescent's social relationships. Developmentalists have spent considerable time charting the changes that take place with friends and with family members as the individual moves through the adolescent years. One of the most noteworthy aspects of the social transition into adolescence is the increase in the amount of time individuals spend with their peers.

Although relations with age-mates exist well before adolescence, during the teenage years they change in significance and structure. For example, there is a sharp increase during adolescence in the sheer amount of time individuals spend with their peers and in the relative time they spend in the company of peers versus adults. Second during adolescence, peer group function much more often without adult supervision than they do during childhood, and more often involve friends of the opposite sex.

Finally, whereas children's peer relationships are mainly to pairs of friends and relatively small groups- three or four children at a time, for example - adolescence marks the emergence of larger groups of peers, or crowds. Crowds are large collectives of similarly stereotyped individuals who may or may not spend much time together. In contrast to cliques, crowds are not settings for adolescents' intimate interactions of friendship, but instead to serve to locate the adolescent (to himself and to others) within the social structure of the school.

As well, the crowds themselves tend to form a sort of social hierarchy or map of the school, and different crowds are seen as having different degrees of status or importance.

The importance of peers during early adolescence coincides with changes in individuals' needs for intimacy. As children begin to share secrets with their friends, loyalty and commitment develop.

During adolescence, the search for intimacy intensifies, and self-disclosure between best friends becomes an important pastime. Teenagers, especially girls, spend a good deal of time discussing their innermost thoughts and feelings, trying to understand one another. The discovery that they tend to think and feel the same as someone else becomes another important basis of friendship.

Is Adolescence a Period of Storm and Stress?

Adolescence has been considered, almost by definition, a period of heightened stress due to the many changes experienced concomitantly, including physical maturation, drive for independence, increased salience of social and peer interactions, and brain development. Although new-found independence can be stimulating it may also lead to feelings of being overwhelmed by change, which has historically led some researchers to characterize adolescence as ridden with 'storm and stress'. The controversial 'storm and stress' viewpoint is bolstered by reports that the onset of many psychiatric illnesses increases sharply from childhood to adolescence and by the alarming US health statistics on mortality associated with this time of life. In this paper we highlight recent empirical behavioural, imaging and genetic findings to help explain why some teens are at greater risk for storm and stress during this developmental period. This perspective considers both risk and resilience during adolescence.

The term '**storm and stress**' was coined by **G. Stanley Hall** in his book '**Adolescence**' which was written in 1904. Hall used this term because he viewed adolescence as a period of inevitable turmoil that takes place during the transition from childhood to adulthood. '**Storm**' refers to a decreased level of self-control, and '**stress**' refers to an increased level of sensitivity. Hall's perception of adolescence continues to influence our view of this period of development.

Three main categories of storm and stress described by Hall are:

- **Conflict with parents:** Adolescents tend to rebel against authority figures as they seek greater independence and autonomy.
- **Mood disruption:** Hormonal changes and the psychological stress of adolescence can cause uncontrollable shifts in emotions.
- **Risky behaviour:** The combination of a neurological need for stimulation and emotional immaturity lead to increased risk-taking behaviour during adolescence.

The reasons for termed adolescence as a period of storm and stress are mentioned below:

1. **Biology and Adolescence:** According to Hall, some of the blame for this period of storm and stress is due to the biological changes of puberty. It takes time for developing bodies to get used to managing these biological changes. Hormone changes can account for many of the mood swings that occur. Physical growth

at this time can make adolescents feel uncomfortable or awkward. Neurological connections are also rapidly coming together and causing adolescents to seek stimulation. For example, Rita might be overreacting to other girls talking about her because her hormones are affecting her emotions. When her boyfriend calls her a drama queen, he may be right, but Missy does not have the control over her mood swings to react to the situation rationally.

2. **Psychology and Adolescence:** Hall also defined typical psychological characteristics of the adolescent period. As adolescents seek independence, they rebel against authority figures, and strong associations with peer groups develop. Attention-seeking and risk-seeking behaviours also increase during adolescence. These characteristics contribute to increased levels of conflict in the adolescent period. Emotions tend to vary widely and change at a moment's notice. A person is also more likely to experience feelings of depression, self-consciousness, embarrassment, loneliness, and nervousness at this time more than any other time in their lives.
3. **Social Aspect and Adolescence:** Psychologist Stanley Hall also described the influence of social aspects among the life of adolescents. In adolescence stage, characteristics like social conscious, tendency to help others, self respect are normally visible among adolescence. If the young boys and girls failed to develop themselves towards these social qualities, than they may be create the problem of social maladjustment. That is why, tensions and anxiety are increased among adolescents.

So, we can say that adolescence is a period of storm and stress as said by psychologist Stanley Hall.

Conclusion:

To conclude we can say that adolescence is a very important period of human life. Different types of psycho-physically changes are normally observed among adolescent boys and girls in this stage. These changes may be positive or negative. So, the parents, guardians and teachers of adolescent boys and girls must be very careful for optimum positive development of them. Again, it is said that youths play a pivotal role in development of a country. For that also, it is necessary to study adolescence psychology.

Exercises

A. Write very short type answers:

1. Name the intermediate period between childhood and adulthood.
2. 'Adolescence is a period of storm and stress'- who said this statement?
3. Mention one goal of adolescence period?
4. Give a definition of adolescence stage.
5. Adolescence is a period of self love. (Write true or false)
6. Dependability is one characteristic of adolescence. (Write true or false)
7. Gang loyalty is one characteristic of adolescence. (Write true or false)
8. Adolescence is a period of homosexuality. (Write true or false)

B. Write short type answers:

1. Write any three characteristics of adolescence period.
2. What is meant by puberty?
3. Write the concept of adolescence in your own words.
4. Write two reasons for the need of studying adolescence behaviour.
5. Write the goals of adolescence. *→ Individuation, Separation, autonomy, cooperation.*
6. What is hero worship?
7. Write notes on
 - (i) Adolescence is a period of rapid change.
 - (ii) Needs of adolescence.
 - (iii) Cognitive transition of adolescence.

C. Write essay type answers:

1. What is adolescence? Discuss the needs of boys and girls at this stage.
2. Discuss the characteristics of adolescence period.

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UNIT-2

Physical and Mental Development

- Characteristics of Physical Development
- Characteristics of Mental Development
- Educational Implications of Physical and Mental Development

Introduction:

At the past physical aspect is not given much importance while studying adolescence psychology as compared to mental, social and emotional aspects. It is because of psychologists are not sure about the impact of physical development on mental, social and emotional development. Gradually after different researches on adolescent psychology it is convinced that physical development of adolescents have largely contributed on overall personality development of youths. Emotional, social and mental developments of adolescents are deeply related with physical development. If physical development of adolescents are not proper than inferiority or other complexes will be increased. It will also affect the emotional or social development of adolescents. It is generally said that physical development of adolescents is very important topic to be studied.

Characteristics of Physical Development

Physical growth and development of adolescents are related with their emotional, social and mental development. If the physical development does not proceed properly than it will affect the development of other aspects too. Adolescents experience a tremendous amount of physical growth and development. This rapid physical development begins during the prior developmental stage called Puberty and continues during adolescence. The reader may wish to review the article on Puberty for a more complete understanding of these physical changes and a more detailed explanation of chemical and hormonal factors that trigger these physical changes.

Characteristics of physical growth and development of adolescents are discussed into two heads: (a) External Growth and (b) Internal Growth. These two types of growth are discussed below:

I. External Growth: Different characteristics related to external growth of adolescents are discussed below:

- 1) **Height:** There is a sudden shoot up in growth of height at this stage. Individuals differ in their growth of height at this stage. In early adolescence stage, growth of height is slow among boys and it is rapid among girls. Again in late adolescence stage, growth of height is rapid among boys and it is slow among girls. Boys' physical development is complete at 20/21 years of age and it is completed at 17/18 years of age in case of girls. By the end of adolescence period, both boys and girls gain their full height.
- 2) **Weight:** With the development of bones and muscles, the weight of the adolescent are also increases. In childhood stage, due to fat children gain weight because their bones and muscles have not developed yet. From the pre-adolescence period, bones and muscles are started to develop and fat decreases. Weight of boys is more than girls during childhood stage but during the period of 10 years to 15 years girls generally weigh more than boys. Again after 15 years, the boys weigh more than the girls.
- 3) **Head and Face:** Different Scientists opined that at the age of three years, generally the size of child's head is 86% of that of an adult. It is 90% at the age of six years and at the age of 14 years the size is 94/95 %. Again the face of the human being is largely changed in adolescence period.
- 4) **Body Proportion:** Besides significant changes in height, adolescents also experience changes in body composition; i.e., the ratio of body fat to lean muscle mass. Teen boys' lean muscle mass greatly increases during adolescence due to the rising levels of male hormones, such as testosterone, that cause an increase in muscle mass. In general, boys' straight-lined, square bodies become broader at the shoulders and more tapered at the waist, forming the familiar triangular shape of adult males. Their arms and legs will become more muscular and bulkier. However, factors such as heredity, nutrition, and muscle-building exercise can influence muscular development. If adolescents play sports, lift weights, or routinely workout in other ways, they are more likely to gain muscle mass. Many teen boys may feel self-conscious about their body if they believe they are not building enough muscle in comparison to their friends and classmates.
- 5) **Growth of Sex Organs:** Most sexual development occurs in late childhood and adolescence. This period of rapid growth and development is called puberty. Puberty involves physical growth and sexual maturation, as well as psychological and social development. Puberty usually begins between the ages of eight and 12 in girls and

between the ages of 10 and 14 in boys. In some cases, puberty does not occur within the normal age range. This condition is called late puberty or delayed puberty.

Signs of puberty in girls include the following:

- Appearance of underarm and pubic hair.
- Breast development.
- Growth spurt (period of rapid growth; girls usually reach their adult height by about 16 years of age).
- Menstruation (menstrual periods).
- Increase in subcutaneous (under the skin) fat in the pelvis, breasts, and upper back.

Signs of puberty in boys include the following:

- Appearance of underarm, chest, facial, and pubic hair.
- Deepening of the voice.
- Ejaculation.
- Growth spurt (period of rapid growth; boys usually reach their adult height by about 18 years of age).
- Gynecomastia (condition in which a hard nodule forms under each nipple; usually disappears within 2 years).
- Growth of the penis and testes (testicles).
- Increase in muscle mass.

6) **Fast Speed of Development in Early Adolescence:** As compared to infancy and childhood stage, physical development is very rapid at adolescence period. At the age of 13 years, girl is 1/3 inch taller than boy and they are again equal in height at the age of 15 years. Boy shows tendency to go ahead. At the age of 18 years the boy is 2.5/3 inch taller than girl.

7) **Trunk:** Between the age of 14 years to 16/17 years, chest development of adolescents are very rapid. At the end of adolescence stage, the length of trunk is three times more than at that of childhood stage. The waist is quite visible at adolescence period. The hips of girls start developing very rapidly from 12 years of age. In this process of development boys is a year or two behind girls.

8) **Legs and Arms:** During adolescent growth spurts, the arms and legs also lengthen and eventually become proportional to the rest of their body. However, teens may suddenly feel awkward and uncoordinated during this time because growth does not always occur at a perfectly proportional rate. Their limbs may become longer or shorter relative to the rest of their bodies and it may confuse or frustrate young teens to inhabit a body that no longer seems familiar.

9) **Bones:** Bone skeleton change in proportion and shape. Bone-width difference is minimal during childhood between boys and girls, but the growth rate is greater in the male during adolescence. The childhood compositions of bones have relatively more cartilage and fibrous tissues, and less mineral water than is found in later adolescence. But, as the bones increase in size, the cartilage begins to calcify, making the bones harder, denser and more brittle. The ossification process speeds up at puberty and during late teenage it completes. The final shape of the vertebral body is formed by the ring apophysis, which fuses to the rest of the body at adolescence.

10) **Muscles:** Muscles development is necessary for development of bones. At the adolescence stage, muscles development is quite rapid. With the development of muscles, the body become heavier and more handsome. At the age of 8 years, muscle weigh 27% of total body weight, at the age of 15 years, it is 32% and at the age of 16 years it is 44%. If the development of bones and muscles are not go in a proportionate way, than body looks ugly. As compared to boys girls put less manual labour so their muscles development is less as compared to that of boys who do more physical labours.

II. **Internal Growth:** Different characteristics related to internal growth of adolescents are discussed below:

1) **Heart:** During adolescence period, the size and shape of heart is increased rapidly. At the age of 12 years, the size of heart is seven times larger and at the age of 17/18 years, it is twelve times larger. The blood pressure of girls is higher than boys between the periods of 10 to 13 years. After that, boys' blood pressure steadily increased and at the age of 16 years it becomes higher than that of girls.

2) **Lungs:** Development of lungs is increases greatly at the beginning of adolescence period. Development of lungs is related with the development of chest because both develop simultaneously. The rate of respiration also decreases during adolescence as compared to that during childhood, but the inhaling, exhaling and retaining capacity of lungs increases. The lungs during middle adolescence are generally larger in boys than girls. Before this stage the girls' lungs may be larger.

3) **Digestive Organs:** All the digestive organs sufficiently develop during adolescence period. Due to the development of digestive system, its functioning is also increased and for that the adolescent needs more food of nutritious value. The adolescent boys and girls take much food because of development of digestive system.

4) **Nervous System:** During childhood, the development of mind is increased very rapidly. The mind reaches maximum weight at the beginning of adolescence period and all nerves related to it almost get developed. Due to all these developments and circumstances the mental development in an adolescent reaches the peak. It is also

observed that mental curiosity of an adolescent is increase more than before and their thinking and reasoning capacity is also increased. During adolescence period, different types of glands like duct glands, ductless glands, thyroid, sex glands, pituitary glands are fully active.

- 5) **Foods:** The adolescents need more nutritious food for the development of hands and feet. Boy's hunger increases more during adolescence period. Generally adolescent boys and girls require twice more food as compared to an adult. Adolescent also like to eat different types of food like pregnant women. They are unable to observe discipline or control over his food habit. People are sometimes surprised to see the quantity of food consumed by an adolescent.

In adolescence stage, one important aspect which is closely related with external and internal physical growth is motor ability. Motor ability is closely related with physical growth of an adolescent. As adolescents continue to mature they become better able to move their bodies with greater skill and precision. These movement skills are divided into two types: gross motor skills and fine motor skills. Gross motor skills refer to the large muscle movements of the body (e.g. muscles used while running), while fine motor skills refer to the tiny and precise muscle movements (e.g. muscles used while keyboarding or texting). Relative to boys, adolescent girls make only modest gains in their gross and fine motor skills until approximately 14 years of age. After this point, they generally do not experience any additional improvement in their motor skills unless they are specifically training for a sport or hobby which requires these skills. In contrast to girls, the motor skills of adolescent boys continue to improve, particularly gross motor skills. Adolescent boys rapidly gain physical speed, jumping strength, throwing strength, and endurance throughout the entire period of adolescence, even into their early 20's.

From the discussion on physical development of adolescence period, it is observed that physical growth is not uniform in this stage. Sometimes, some organ developed very rapidly and some are not. Same way, sometime boy's development is rapid as compared to girl and girl's development is rapid as compared to boy.

Psychological Significance of Physical Changes:

Physical changes of adolescents have different psychological significances. These are discussed below:

1. **Craze for Building Personality:** Individuals are completely changed in the adolescence period. They are now an absolutely new personality. This new personality brings with new ideas, desires and thinking. Consequently, individual forms a new view towards the life as a whole. He gradually realises his importance. He feels that as

compared with others he is not physically behind and in physical appears he is on par with them. So, he tries to get those rights which others enjoy. In this process of personality building the standard of living, dress, etc., all play a pivotal role.

2. **Expecting Appreciations from Others:** Due to different physical growth and development, the adolescent start taking pride. He/she does not understand that development during adolescence is a normal process. So, he secretly entertain the desire when other showed praise on him. For that desire they take part in different co-curricular activities. Those adolescents are unable to participate in different co-curricular activities, they develop a feeling of inferiority complex. Many boys think that they are superior to girls because of their physical strengths.
3. **Fear of Criticism:** If physical development is not takes place according to their desire than adolescents are very much afraid of adverse criticism. For example if pimples appearing on his/her face they become afraid. Some adolescents get so many pimples on their face and for that they feel shy in appearing before others. For removing this, they are also look out of different advertisements for getting medicines or powders.
4. **No Uniformity in the Physical Development:** Physical development of adolescence stage is not equal. Sometimes, some body parts or organs develop more and they look odd in proportion to other body parts or organs. For example, legs and arms of adolescents develop more rapidly and appear very large in proportion to other body parts. Compared to boys, girls feel this very much and show reluctance in appearing before others. They try to cover such body parts as much as possible. Boys also suffer from this complex but girls show more concern.
5. **Development of Nose:** During adolescence stage, development of nose is earlier than other limbs, so it looks disproportionate to other organs. Sometimes, friends of adolescent make unpsychological remarks about it. For that the adolescents starts feeling more embarrassing and get worried. But when the face is fully developed than the nose looks in proportion.
6. **Shyness due to Individual Differences:** Physical development of some adolescents is very advanced and for some other adolescents it requires more time. Those in whom the process starts late feel inferiority complex before their friends. The degree of embarrassment and shyness experiences by the girls and the boys may differ due to individual differences. Besides, the voice and any other physical deformity also creates embarrassing situation for the adolescents. Any thing which is unusual in the adolescent makes his/her position embarrassing.

7. **Love of Isolation and Day Dreaming:** During adolescence period, day dreaming and love of isolation is frequently occur among the boys and girls. Depression, thoughtfulness may bring them in an unnatural fantasy world.
8. **Impact of Painful Emotion:** The adolescents are generally more emotional as compared to individuals of other stages of development. He is often in emotions of anger, pleasure or indifference. It is not difficult for the adolescent to feel emotional tension. He/she displays anger on flimsy grounds. People also taunt and pass remark over this kind of behaviour.

Educational Implications of Physical Development:

The Hierarchical Theory of Needs developed by Abraham Maslow is helpful to understand the needs of the adolescents. During adolescence apart from general needs higher needs are also developed. The needs of the adolescents are broadly divided into three parts. These are:

- Lower level or Physical needs of adolescents.
- Social or psychological needs of adolescents.
- Higher of self-esteem needs of adolescents.

It is important to fulfil the needs of the adolescents for their physical development. Parents, teachers and guardians should adopt different developmental tasks in this regard. Different educational implications related to physical development are discussed below:

- 1) Good schools and teachers should see that children have proper physical growth and motor development. They should provide for their continued growth in the school through useful activities and adapting its programmes to individual variations and gaps. To ensure this, regular medical and health examinations should be conducted in a thorough manner.
- 2) Teachers should realise that physical growth and motor development have an important effect on the behaviour of children. They should know there are individual differences in this area. These individual differences should be understood, respected and provided for in terms of suitable programmes.
- 3) Classroom and co-curricular activities as involve physical strength for motor, speed and accuracy and coordination of bodily parts should be adapted to variations in physical and motor development. Varied sports and games, suitable for all types of, children, should be provided in daily school functioning.
- 4) The plan activities and craft-work or manual in school are very valuable activities for the optimum physical growth and motor development. They should form an integral part of the curriculum and should be introduced. The growth of motor behaviour and the various researches made point out to the specific development tasks at various age levels.

- 5) This knowledge can help the teacher in setting his expectations for the child and in framing his programme in accordance with the tasks as to minimise efforts of unhealthy competition and run by. Some of the useful manual activities are woodwork, spinning and weaving, useful work, book-binding, gardening, tailoring and the like.
- 6) If these activities are introduced as group projects, they should help not only motor development but would make the acquisition of knowledge and information practical and real and would promote a spirit of cooperation among students of various ages.
- 7) They would afford children opportunities for developing leisure time hobbies and would conduct to social and emotional adjustments among them. The teacher should also have a full knowledge of the changes and the accompanying psychological effects so that he or she may be in a position to impart proper sex education to the child.
- 8) One of the aspects of physical growth is the sexual development during adolescence. This brings up the problem of sex education for the adolescent. He needs to understand the nature of biological changes and what they imply. Ignorance of sex causes inferiority which causes them to withdraw from the social group. This is how unsocial attitudes and behaviour develop.
- 9) It will be important to learn about the most important causes of delayed motor development. These are poor health status, illness such as pneumonia, rickets and diphtheria, some major operations, size and body proportions of the child, hampering clothes, lack of opportunity to develop muscle control, lack of incentive to develop muscle control (pampered and over-protected children do not have sufficient motivation), lack of practise, emphasis on specific movement before the gross movement have been mastered, low grade intelligence and inhibitory fears.
- 10) Teachers are advised to have an idea of the norms of motor development to determine whether the child is progressing normally. Gesell's Normative Summaries for motor development, Kuhlmann's standards of development as given in the Revised Binet-Simon test, and Bayley's scale of fundamental co-ordinations are well-known guides in this direction.

Mental Development of Adolescence Stage:

Mental growth and development is related with maturity. There is no specific stage for development of mental ability. Mental development proceeds from concrete thinking to abstract thinking. As compared to other stages of development, mental development of adolescence stage is unique one. The mental development takes place mainly in areas of perception, memory, generalization and categorization of concepts, handling of logical problem & reasoning, meta-cognition and social cognition. Intellectual powers like logical thinking, abstract

reasoning and concentration are almost developed. Hero worship is the most prominent in this period. The memory in adolescence develops tremendously with the growth in vocabulary. The adolescents can imagine about a situation which is not physically present before them and their long-term memory increases. They can retain facts for a longer period, anticipate future needs and plan for it. The idea of historical past can be grasped by adolescents and the idea of time concepts becomes clear to them. The ability to solve problems increases in adolescence with the help of symbols. He is now able to deal with ideas that do not represent something in which a person is definitely involved. The adolescents solve and talk about national and international problems. They are able mentally to deal with events in a world that extend far beyond their own immediate sphere of activity.

The adolescents on roads, in coffee houses, and tea stalls can be seen arguing for hours on topics of their interest. Another important change in intellectual orientation that takes place near the beginning of adolescence appears in the child's ability to identify with the circumstance and people outside his own immediate environment. The individual has to make many decisions in his daily life which is necessary for successful adjustment in life. During adolescence we expect the growing child to gain increasing confidence in his own opinion. There is a certain amount of independence in thinking, a certain freedom in exploring and in weighing alternatives that is involved in the kind of maturity that enables one to make decisions of own. The adolescents have the ability to think about their future. They can differentiate between ideals and the actual, and they are reasonably objective in taking note of some of their weaknesses.

The language development starts from the stage of infancy. But at this stage precision in using words, selecting appropriate phrase to indicate different shades of meaning and recognizing denotations and connotations of words are clearly visible. The notable effect is upon the adolescent learning of correct pronunciation and good usage and correct grammar. One noticeable characteristic of mental operations in adolescence is increased ability to generalize the facts. Children usually generalize in relation to concrete objects. The intellectual development in childhood operates on perceptual level but in adolescence the ability to generalize on conceptual level develops. The adolescent can generalize in an abstract way.

There is an increase in the ability to see relationships and solve problems of increasing complexity and difficulty. His depth of understanding develops. The adolescent can think the solution of more difficult problems. Adolescents become capable of logical thinking. However, this does not mean that they necessarily demonstrate such thinking. In fact, only about 40 percent of adolescents can solve the kind of problems used by Piaget to test for formal operational thinking. Moreover, if they do show such logical thinking, it may be restricted to topics or types of problems with which they have had direct experience.

Regarding mental or intellectual development, Swiss biologist Jean Piaget developed one theory which is universally accepted by all. Piaget classified the mental development in terms of four developmental stages which are mentioned below:

Stages	Age	Description
Sensory-motor Stage	From birth to about two years	Direct sensory and motor coordination with the environment, absence of language, curiosity etc.
Pre-operational Stage	About two years to seven years	Sensory or motor exploration with symbols, learning of language, imagination capacity, concept formation etc.
Concrete Operational Stage	About seven to eleven years	Logically processing the information, construction of mental aspect, understanding of time, knowledge and numbers.
Formal Operational Stage	About twelve to fifteen years	Theoretical and projective thinking, abstract reasoning and thinking, ability of skills and planning, use of one concept in another

The last stage of Piaget's theory is concerned with adolescence period. According to Piaget, boys and girls can able to know about their own self.

In addition, adolescents' theory of mind- their understanding of how they and others think- continues to change and develop. Younger children take what has been described as a realist approach to knowledge. They believe that knowledge is a property of the real world and that there are definite facts or truths that can be acquired. In contrast, older children and preadolescents become aware of the fact that experts often disagree. This leads them to develop a relativist approach, which recognizes that different people may interpret the same information in contrasting ways. In sum, mental development does not stop in childhood. On

the contrary it continues throughout adolescence and results, ultimately, in more mature modes of thinking.

Characteristics of Mental Development of Adolescence Stage:

Mental development of an individual is related with heredity and this development is possible only in the environment. Salient features related to mental development of adolescent boys and girls are discussed below:

1. **Power of Abstract Thinking:** In the first two stages of development (infancy and childhood), thinking of the child is concrete and sensory. In the third stage of development i.e. in adolescence period, this thinking proceeds to complex stage and it becomes abstract. Due to mental development, thinking capacity of adolescents is abstract and thoughtful. For this abstract thinking, adolescent boys and girls can think about different topics like truth, beauty, goodness, justice, values etc.
2. **Problem Solving Ability:** Adolescent tries to solve problems by himself/herself thus he/she develops a problem solving capacity. Sometimes they try to solve local or national problems. The adolescent increases his/her ability to understand his/her problems. He/she comes to have the capacity of establishing relationships between the problems and its solution. The strategies followed by adolescents to solve different type of problems are scientific, systematic and experimental.
3. **Learning Ability:** Learning of infancy and childhood period acquired through trial and error method, repetition and imitation become whole or insightful in adolescence period. Adolescents acquired learning by studying any topic or incident as a whole. They give more emphasis on understanding while acquiring learning. Due to maturity of brain, their learning capacity increased.
4. **Memory:** Another aspect related with mental development of adolescents is memory. As compared childhood period, memory span of boys and girls is increased in this period. Application of logical memory is increased among adolescents instead of rote or habit memory. Logical memory is long durable and it is also known as pure or original memory.
5. **Interest and Attention:** Attention and interest in infancy period are not specific but in adolescence period, it is narrow and more specific. As knowledge, intelligence, thinking, imagination, experience are developed in adolescence period so apart from concrete objects, they can also give interest in abstract things. They can attentively volitionally to certain objects and for this, external situation not distract them.

6. **Creative Ability:** Mental development of boys and girls during adolescence period is creative and innovative. They can contribute to society by their creative ability. They can develop their creative talent by originating innovation in different spheres by applying their original ideas. Creative ability makes them confident to do something new.
7. **Development of Imagination:** Imagination and fantasy play an important role in the adolescent's life. Of course, the fantasies are different from those indulged in during early years. They can provide imaginary opportunities for daring ventures. The boys and girls dream of their future as bed of roses. The world of poetry, painting, music, art etc. may serve as nutritious food for their imagination. Imagination not merely remains as receptive but also becomes creative and productive. They are capable of making use of their creative talent through art, literature and science.
8. **Aptitude:** Another mental aspect which is properly developed in adolescence period is aptitude. They develop their aptitude by studying different subjects and by the different vocational activities. Educational institution develops the aptitude of the adolescents by proper education.
9. **Decision Making Ability:** Adolescents develop their decision making ability because of their mental development. He/she takes his/her own decisions and this develops decision making ability. Adolescent thinks independently, gains confidence and takes his own decisions in various issues. They can solve any problem immediately and take important decision about their future life in the late adolescence.
10. **Judging Capacity:** Judging capacity of adolescents is increased in adolescence period. They are not influenced by other people very easily without justification. They can develop the capacity to judge what is good or bad, true or false and right or wrong. Judging of person or an object is develops in adolescence period.
11. **Philosophy of Life:** Adolescents want to build up a philosophy of their life. They are more conscious and selective of their future life goal. Accordingly, they want to select an ideal hero or guru to be obeyed and followed. They organise their thought, feeling and activity in conformity with the ideal of the hero. Study of great men may help to build up the cherished ideal of life.
12. **Development of Moral Concepts:** Children of infancy and childhood period follow their parent's moral code without any judging. But during this stage the adolescent is not prepared to accept the moral code of his elders or the family and the society at large. He asks a large number of questions. He tries to decide himself between what is good and what is bad.

- 13. Development of Languages:** Though language development normally starts from infancy period but during adolescence, adolescents develop structured language skills. They are able to use complex sentences, in both oral statements and written language. They are also able to produce written stories that follow story grammar rules, and regularly make correct inferences from written text. Important feature of language development of this stage is use of correct grammar and application of appropriate meaningful words.
- 14. Development of Cause and Effect:** During adolescence, problems of boys and girls are increased and they want to solve them. In this regard, they try to logically analyse the causes behind different problems and attempt to solve them logically and scientifically.
- 15. Ego Development:** One important feature of mental development of adolescence period is development of ego. Early stages of ego development are marked by a sense of external control, an ego centric view of the environment and limited abilities to relate to others. During adolescence, it is proceed to the level of expectations among adolescents. They have the courage and ability to complete any task like a hero. Their behaviour is also attractive.

Apart from the above mentioned characteristics, different features of adolescent boys and girls mentioned briefly on the basis of different classification of adolescence period.

(i) A child in early adolescence:

- Uses more complex thinking focused on personal decision-making in school and at home.
- Begins to show use of formal logical operations in schoolwork.
- Begins to question authority and society's standards.
- Begins to form and speak his/her own thoughts and views on many topics. It is seen that they talk about which sports or groups he or she prefers, what kinds of personal appearance is attractive, and what parental rules should be changed.

(ii) A child in middle adolescence:

- Has some experience in using more complex thinking processes.
- Expands thinking to include more philosophical and futuristic concerns.
- Often questions more extensively.
- Often analyzes more extensively.
- Thinks about and begins to form his or her own code of ethics (for example, what do I think is right?).
- Thinks about different possibilities and begins to develop own identity (for example, who am I?).

- Thinks about and begins to systematically consider possible future goals (for example, what do I want?).
- Thinks about and begins to make his or her own plans.
- Begins to think long-term.
- Uses systematic thinking and begins to influence relationships with others.

(iii) A child in late adolescence:

- Uses complex thinking to focus on less self-centered concepts and personal decision-making.
- Have increased thoughts about more global concepts, such as justice, history, politics, and patriotism.
- Often develops idealistic views on specific topics or concerns.
- May debate and develop intolerance of opposing views.
- Begins to focus thinking on making career decisions.
- Begins to focus thinking on their emerging role in adult society.

Educational Implications of Mental Development:

Developmental characteristics of mental aspects of adolescents contributed a lot in mental development of adolescents. Teachers play an important role in this regard through which different problems related to mental development can be solved. These are mentioned below:

1. There are different problems faced by adolescents. Sex problem is top in this list. For that, sex education and moral education to be provided to adolescents so that they can develop positive and sound attitude towards opposite sex.
2. One important task of school is to provide a conducive environment in the school for full development of mental abilities of the adolescents. The school should provide good library, a school debating society and every class a discussion group. Need of the adolescents must occupy a proper place in the curriculum of the school.
3. School should provide opportunities to adolescents for developing their creative ability through music, dance, and arts and crafts. Teachers should make themselves as an ideal person for the students while teaching in the classroom. Teachers should help the students to develop positive attitude towards life.
4. During adolescence period, boys and girls try to identify themselves and see the extra world in a new way. School should provide a sound environment for the same.
5. Keeping in view of diverse interest and aptitude curriculum for secondary stage should be diversified. It should follow the principle of freedom and flexibility in curriculum.

6. Guidance services should be started in the schools to provide both educational and vocational guidance.
7. The teacher should keep an eye on every individual adolescent and try to cater his individual needs. The tutorial system adopted in some schools is a right step in this direction.
8. The course of study must have link with our practical life. It should provide job opportunities to them or it should make themselves self-employed.
9. To satisfy the curiosity of adolescents, excursions to places of historical and geographical importance may be organised. Selection of place of this type of excursions is made on the basis of historical and geographical relevance.
10. The adolescents are always interested in experimentation, self examination of objects, etc. Hence, it is suggested that teacher must used different teaching methods such as Dalton plan, Project method, Heuristic method, Discussion method etc. All these methods are very useful for self experimentation.
11. The teacher should keep in view that there are individual differences of intelligence ability, aptitude, social maturity and sex among adolescents. Intelligent adolescents can take up difficult task but this is not possible in case of adolescents of average intelligence. In the same way whatever is good for boys may not be good in case of girls.
12. There should be provision of different activities like academic activities, literary activities for development of interest and aptitude of adolescents.
13. Teacher should provide the opportunities of debate and discussion among adolescents for development of reasoning capacity.
14. Teachers should develop a friendly relationship with the students for receiving trust and faith.

Conclusion:

Development of physical as well as mental aspect of adolescents is very important for their all round development. Apart from these two aspects, other aspects like social, emotional, moral aspects also play important role in this regard. It is prime responsibility of education to make the adolescents' problem free and redirect their energy in the healthy, constructive and creative channel.

Exercises**A. Write very short type answers:**

1. What is trunk?
2. What is the name of the theory of Abraham Maslow?
3. In which stage, abstract thinking is a characteristic?
4. Mention one physical characteristics of adolescence stage.
5. Sex education should be provided in adolescence stage. (Write true or false)
6. Power of abstract thinking indicates intellectual development of adolescence period. (Write true or false)
7. Development of ego is an important characteristic of mental development of adolescents. (Write true or false)
8. Language development is not included in mental development. (Write true or false)

B. Write short type answers:

1. Mention two internal physical characteristics of adolescence period. — *Heart, lungs*
2. Mention two internal physical characteristics of adolescence period.
3. Mention two mental characteristics of adolescence period. —
4. What are the types of need theory of Abraham Maslow?
5. Write notes on
 - (i) Formal Operational stage.
 - (ii) Ego development.
 - (iii) Internal physical development.

C. Write essay type answers:

1. Discuss about the characteristics of physical development of adolescence period.
2. Explain the psychological and educational implications of physical development of adolescence period.
3. Write an essay on mental development of adolescence.
4. Explain the educational implications of mental development of adolescence period.



UNIT-3**Social Development**

- Characteristics of social development
- Influence of peers in social development
- Factors affecting social adjustment

Introduction:

The effective promotion of adolescence health in all societies requires a clear understanding not only of health, defined by World Health Organisation (WHO) as, a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity". If we fail to consider the meaning of adolescent social development to people in each culture when we promote health, we run the risk of engendering resistance because of a perceived threat to deeply held values. Adolescence is a period of dynamic transition from childhood to adulthood marked by interrelated changes in the body, the mind and in social relationships. Functions and behaviour become more complex. The body develops in size, stamina, reproductive capacity, and becomes more sexually defined. Psychologically, the individual becomes more capable of abstract thinking, foresight, and internal control, and acquires a greater awareness of the environment, capacity for empathy and idealism. Socially, the close relationship and dependence on immediate family begins to give way to more intense relationships with peers and adults outside the family, as new challenges are experienced. New behaviours are required, new pleasures are experienced, and new responsibilities are given. However, the physical, psychological and social changes often occur unevenly in the individual, differently between individuals of the same gender, manifest differently, to some extent, between genders and especially with regards to social relationships, are widely different from culture to culture.

Meaning of Social Development

Social development implies the development of an individual in such a way as he becomes a useful member of the society or the group to which he belongs. He conforms to the norms of the group or the society to which he belongs. An individual becomes a human being only as a member of the society. By nature he cannot live alone in isolation. He is compelled by biological, psychological and social needs to live in a group or society. Each of us is largely a social product. The process of the development of such qualities which bring desirable changes in the social behaviour is referred to as social development or socialization of the child.

Various thinkers have tried to define social development in the following ways.

1. Freeman and Showel (1940) write, "Social development is the process of learning to conform to group standards."
2. L.D. Crow (1944) write, "Social development means acquisition or the ability to behave in accordance with social expectations."
3. Herbart Sorenson (1948) thinks, "By social growth and development we mean increasing ability to behave in accordance with social expectations."
4. James Drever (1952) states, "Socialization (social development) is a process by which the individual is adapted to his social environment (by Attaining social conformity), and becomes recognised, cooperating and efficient member of it."
5. E.B. Hurlock (1956) notes, "Social development means the attaining of maturity in social setting."
6. H.E. Garret (1968) is of the view that "Socialization or social development is the process whereby the biological individual is converted into a human person."

Characteristics of Social Development:

From the above mentioned definitions we derive the following characteristics of social development.

1. Social development begins with the infant's first contact with other people.
2. Social development continues throughout life.
3. Social development is the net result of the child's constant interaction with his social environment.

4. Social development helps in learning and acquiring social qualities of character.
5. Social development enables the child to adjust himself to his social environment and to maintain social relationships.

Social Development during Adolescence:

Social development is essential for proper adjustment in the society. In adolescence the child enters into a quite new field of social responsibilities. The society and parents place new demands upon him which sometimes confuse him and he fails to adjust successfully in his new role. The process of development of qualities which bring desirable changes in his social behaviour is referred to as social development. Adolescence is a period of rapid changes and adjustment. In the social sphere also it holds a greater significance. The peer group of boys is referred as gang while the group of adolescent girls is called clique. The social development at this stage has certain unique characteristics as follows:

- 1) The most significant characteristics of social development is the increased influence of peer groups. The friends and peer groups often shape the behaviour of adolescent to a great extent. Their interest, attitudes and values are influenced by peers. The adolescent become self conscious of their place in the peer group as well as in the society. The adolescent desire that their peers should accept them and they should be respected. Therefore the adolescent conform to the norms of the peer group. The adolescent can do anything for the sake of pleasing their peers.
- 2) Parents attitude changes towards adolescent and they assign them with new responsibilities. They are taken into confidence on important matters of the family. In this stage their interest become specific and they starts indentifying themselves with adults and tries to do roles of them.
- 3) Adolescence is marked with too much of consciousness regarding sex. Sexual development and the accompanying attraction for opposite sex. Adolescent boys and girls often hold the attraction towards each other through style, manner of talking, and other forms of social behaviour. They also try to seek friendship and even sexual relationship. In this way, the pattern of social behaviour of the adolescent is almost dominated by sexual needs and desires.

- 4) During adolescence, group loyalty becomes very much significant. It does not confine itself to the gang only but extends to the school, the community, the province and to the nation. Cooperation reaches its peak during this period and the individuals are in a mood to sacrifice their own interest for the greater cause of the group, society and nation.
- 5) Adolescence is also marked in the increase of friendly relationships. The nature of friendship maintained at this stage differs much from that childhood. The adolescents choose friends of their own age, mental level and from the same socio-economic group. Their friendships are based on their common interest, hobbies and skills or the satisfaction of their mutual needs and subsequently tend to last longer than the friendships made in early childhood. It sometimes ties them into lifelong friendship.
- 6) During adolescence emotional behaviour dominates social characteristics and qualities of adolescents. An adolescent is highly sensitive, idealist and social reformer by nature. He feels strongly for the weak and under privileged people. He is always ready to do some sort of social and community service. At their stage the desire for reforming the social set up and removing social injustice is commonly found among the adolescents.
- 7) Adolescents are socially very conscious and active. They develop the sense of social involvement and belongings in them. They strongly feel that they are the part and parcel of the society, having their rights and duties to give effective leadership in facing and solving the social problems. They try to understand the social customs and traditions, rules and laws, faith and belief and show loyalty and allegiance to them. A sense of patriotism also develops in their mind out of the social sense.

Influence of Peer in Social Development

Adolescents spend most of their time outside the home with members of the peer groups. These peer groups have a greater impact and influence on adolescents' attitude, speech, interest, appearance and behaviour than of the family. Peer group is the adolescents' real world which provides him a platform to try out himself and others. It is in the peer group that he continues to formulate and revise their concept of himself. The peer group offers the adolescents a world in which he may associate in an environment where the values are set by others of their same age. It is that society for the adolescents where they find supports for

their efforts and also assume leadership according to their worth. 'Peer culture; which is the sum total of spontaneous social manifestation among age-mates. In fact the peer group is the major recreational outlet of the adolescents. Thus, peer group is of utmost importance for the adolescents to accept him and who he can depend upon.

Adolescence is the period where peers play an increasingly important role in the lives of the youth. They begin to develop friendship that are more intimate, exclusive and more constant than in earlier years. In many ways, these friendships become essential elements of social development. Peer groups play important role in adolescence stage. The adolescents form groups, clubs, cliques, etc. which have a positive effect and play an important role in the socialization. They are quoted below-

- 1) Influence of peer group provides the adolescents an opportunity to develop new friendship. They also get the opportunity to add new friends in their group and become intimate to each others.
- 2) The Peer group helps the adolescents to develop corporation and team work tendency. Thus, further helps the adolescents in social development.
- 3) The adolescents develop the social qualities and traits like friendship, loyalty, tolerance, etc. through the influence of the peer group. They remain loyal to the group members and get the opportunity to learn the social skills.
- 4) The adolescents can develop leadership qualities with the help of the peer groups.
- 5) They develop loyalty towards the group. The group norms and values always come at first for them and they remain true and loyal to them.
- 6) The peer group helps the adolescents in social adjustment. The new social environment that they face often put them in a confusing state of mind. peers in such situation help the adolescents to adjust and adapt the new situations and social conditions. Thus, they acquire the adjustment capacity in social relationships.
- 7) In the peer groups, adolescents develop their self-confidence and self esteem. They learn to depend on their ownself.
- 8) Adolescents share and communicate a lot with the members of the peer group. These provide opportunities for the development of conversational power and enhance their communication skills.

- 9) In the peer group the adolescents have opportunities to learn and develop social skill. Every member learns to live and adjusts with the group members of the peer groups. They also fulfil the needs of each other and thus provide a sense of social security of 'belongingness'.
- 10) Adolescents along with the peer group members achieve status on their own merit based on the values developed by their age-mates.
- 11) Peer group helps the adolescents to develop qualities needed for adult life.
- 12) The hormonal changes in the adolescents and emotional upheaval sometimes lead them to a state of anxiety, depression and loneliness. Peers groups help the adolescents to escape from loneliness.
- 13) The peer group members share and confide their problems and discuss the matters to solve the problems.
- 14) Every adolescent has different talents and potentialities which should be expressed in a creative way. Peer group influences each other to express their creative talent and enhances for their future recognition.

Apart from these positive impacts, the peer group also has some negative influences on adolescents. Some of the negative influences are as follows:

- (i) Under the influence of bad peer group, the adolescents indulge in smoking and drinking alcohol. Sometimes they indulge in such activities just to get acceptance from their peer group.
- (ii) In some cases, adolescents are rejected by the peers who lead them to loneliness, low self esteem and depression.
- (iii) Adolescents sometimes defy the existing social norms. They go against the social norms and indulge in anti social activities.

Factors Affecting Social Development

How to help the child in the task of his social development is a relevant question at this stage. In this task, the individual in addition to his own physical, mental and emotional development is helped by various social agencies. All these factors – personal and environmental – work together in influencing the social development of the child. What are these factors and how they influence the pattern of social development can be seen through the following discussion:

1. **Influence of Culture on Social Development:** An adolescent's social behaviour is regulated by the culture of the society he lives in. The way of behaving by the people of one generation, pass on from generation to generation. Our Sanskaras shape our outlook and finally personality. There are two ways in which the behaviour patterns of culture are transmitted to the next generation (a). Directly and formally as in educational programmes at various stages of education and (b) Informally through interactions between parents and their children which occur in the course of bringing up adolescents. These interactions include the parent's expression of attitudes, beliefs, interests and values etc. Some of the informal social development takes place through interactions with relatives, neighbours, peer groups and teachers.
2. **The Family:** Among the various social groups, the family makes the first and the most significant influence on the social development of the adolescents. It provides the hereditary transmission of basic potential for his development. It also provides environmental conditions and personal relationship. Parent-child relations have various dimensions of interaction. As such they remain basic for social development of the adolescent. Parent-child relationships determine behavioural adjustment of the adolescent in the family as well as outside.
3. **Religion:** Like home, religion has long been regarded as a primary social institution. Religion plays a dominant role in the social development of the adolescents.
4. **Peer Groups:** The adolescent is introduced to the social world outside his family, mainly for play purposes. The peer groups satisfy various needs of the adolescents like acceptance, achievement, affection, approval, belongingness, fame, recognition, expression of thought and opinion etc. According to A.T. Jershid (1947), peer association is a meaningful process through which he changes with his age group into youth and adulthood.
5. **School:** The school life plays an important role in the social development of the adolescents. Its curriculum, co-curricular activities and teacher's influence have a great bearing on the social development of the adolescents.
6. **Community and Neighbourhood:** The environment prevailing in the community has a great bearing influence on the social development of the adolescents.

7. **Mass Media:** Agencies like cinema, newspapers, radio and television, etc., also play a vital role in bringing about social changes in adolescents.
8. **Bodily structure and health:-** Development of social behaviour is influenced by the physique and health which one possesses. A healthy adolescent with a normal physique develop self-confidence and a sense of self-respect. He has the strength and ability to make himself adjusted in the challenging social situations. He is always cheerful and cooperative. He is able to mix with the people and maintains proper social relationships. The adolescent suffering from illness or having poor health or any physical deformities and defects develops the feeling of inferiority and feels difficulty in social adjustment. Therefore proper care should be taken for the balanced physical development of the adolescents.
9. **Intelligence:-** Intelligence is defined as the ability to make and take the right decision at a right time and the ability to adapt or adjust to new situations. These qualities are very essential for effective social behaviour. The more intelligent a person is the more adjustable and social he will prove.
10. **Emotional development:-** Emotional development of an adolescents bears a positive correlation with his social development. Emotional adjustability is one of the very important elements of social development.

Functions of the educational institutions in the social development (socialisation) of the adolescents:

The function of the school has considerably changed in the rapidly changing civilisations. The traditional function of imparting the basic skills of the three R's is now no longer considered to be adequate to meet the present challenge. The present day school has also to perform some of the functions of the family. It must develop certain desirable moral attitudes and good social habits. It is through co-curricular and extra curricular activities that the task of socialisation can be achieved more successfully. In India to-day we find that the number of first generation learners in schools and colleges is swelling up. They are not sophisticated. They do not know the decorum and dignified behaviour expected of them. It is only the sympathetic understanding and sincere desire of the teacher to act positively in an unprejudicial manner that can help in these situations.

Class in the process of Social Development: Class provides innumerable opportunities to the children to move and mix with an egalitarian group. This is the beginning of the socialisation of the adolescent for his future life. Here children get many chances to mix without any distinction of caste, colour or creed. The adolescents who are selfish or self-centred learn to adjust their behaviour in terms of class norms. The teachers are expected to be vigilant to ensure that the students do not think in terms of untouchability, caste distinctions and other prejudices.

Social Development at the elementary school: Efforts are made to turn students into responsible citizens of the school community. Work habits are inculcated among the students. They are trained to cooperate with fellow students as well as to take orders ungrudgingly from the teacher. The school provides experience of relationship with the senior generation as well as with equals.

Social Development at the middle school: As against the elementary school, greater emphasis is placed on academic achievement in the middle school. It is a stage at which many students terminate their education. In the middle school too emphasis is placed on socialisation. At this level the peer group's relationships are more meaningful.

Social Development at higher secondary school: At this stage the greatest premium is put on achievement-both scholastic and co-curricular. Students develop various skills and aptitudes which may enable them to chart their future life. An ideal peer group relationship is very much needed at this stage. Development of adaptive skill is emphasised in group work.

Role of the teacher in the social development of the adolescents:

A teacher can play a vital role in the social development of the child under his charge. He exerts a great influence upon the development of the personality of the adolescents. Durkheim points out that the teachers as well as parents must be for him, duly incarnate and personified.

Following are the important suggestions for the social development of the adolescents:

1. Teachers and parents may encourage the children to mix in inter-caste rather than intra-caste and inter-regional groups.
2. The teachers and the parents should respect the personality of children.
3. The mechanism of praise and blame, reward and punishment should be carefully used to socialise the adolescents.
4. Proper social education may be provided to parents so that they understand the significance of the socialisation of the adolescents.

5. The teachers should demonstrate democratic outlook.
6. The teacher should refrain from projecting their class images on students. They should not show any discrimination. They must ensure a safe and healthy social environment in which the adolescents may imbibe desirable values of freedom, equality, integrity, honesty, patriotism etc.
7. Community activities like camps, common meals, social service etc. should be frequently organised.
8. There should be a close cooperation between the teachers and parents on matters relating to the proper socialisation of the adolescents.
9. Various aspects of socialisation, anxiety of children and juvenile delinquency may be discussed by the heads of schools, inspecting officers, teacher-educators and professional organisations in seminars or small forums.
10. Adequate stress may be laid on group activities.
11. Exhibitions on "Know Our Country" may be organised from time to time.
12. Stories depicting self-sacrifices made by great men for the cause of general good may be told to children so that they are motivated to rise above petty gains and work for the betterment of the humanity.
13. With proper guidance and responsibilities, the students' council can build up a sense of shared responsibility among adolescents.
14. A proper socialisation of adolescents very much necessitates that the ideology of the common school system is allowed to function in letter and spirit in India.
15. Adolescents may be taken from time to time to public places like museums, courts, places of historical importance, etc.
16. People engaged in different economic activities or vocations may be invited to school for giving a faithful description of what they do and how useful their work is to the nation. This will enable the adolescents to be acquainted with those around them in the society. This will also develop vocational socialisation in children.
17. Work experience should be introduced in schools. This will enable the adolescents to have first hand experiences of the activities pursued in farms and factories.
18. Adolescents should be acquainted with the social events like the celebration of the birthdays of leaders.

19. The school or college programme should be full of numerous co-curricular and curricular activities in which children meet, cooperate and learn from each other's personalities.
20. Adolescents should be told about the socially accepted institutions in their society.
21. The introduction of common school dress, common lunch, etc., in the schools and colleges will prevent children of poor and lower middle classes from suffering due to the inflated ego of the adolescents of the well-to-do families.

EXERCISES

A. Write very short type answers:

1. "Social Development is the process of learning to conform to group standards." Who said this?
2. Social development _____ throughout life.
3. Adolescence is a period of _____ change and adjustment.
4. The most important characteristics of social development during adolescence is the increase influence of peer groups. (Write True or False).
5. _____ plays an important role in adolescence stage.

B. Write short type answers:

1. What is social development?
2. Define social development.
3. State in brief the role of peer group in the social development of the adolescents.
4. Write two factors that affects the Social development of an adolescent.
5. Write about the social development at higher secondary school.

C. Write essay type answers:

1. What is social development? Discuss the characteristics of social development.
2. Write the characteristics of social development during adolescence.
3. Explain the important role of peer group in the socialisation of the adolescence.
4. State the factors affecting social development. What is the role of school in the social development of the adolescence.
5. What is meant by socialisation of an individual? Discuss the role of the teacher in this regard.



UNIT-4

Emotional and Personality Development

- Characteristics of emotional development
- Personality changes during adolescence
- Adjustment problems of adolescence

Introduction:

Emotions play an important role in life and contribute to the personality development. Continuous emotional disturbance affects the individual's growth and development and gives rise to mental, physical, social and other problems. It hampers intellectual training. On the other hand, an emotionally stable individual leads a happy, healthy and peaceful life. He is at ease with himself, his surroundings and other fellow beings. Therefore, the development of emotions is extremely important for the harmonious development of the personality of an individual. Emotions influence all the aspects of an individual's personality. Proper training and education will go a long way to enable the young people to control their emotions and obtain mental balance and stability. Emotions stimulate the energies of the creature and assist him in dealing with emergencies. In emotional condition he performs action which he is incapable of performing in a normal state. But sometimes, though comparatively infrequently, a person is absolutely stupefied and fails to perform even the ordinary activities.

Meaning and Definitions of Emotions:

The word "Emotion" is derived from the *Latin* word '*Emovere*' which means to *stir up*, to *agitate* or to *excite*. Emotions are the prime motive forces of thought and conduct and their control is very important. It has been rightly said, "To keep one's emotions under control and be able to conceal them is considered a mark of strong character."

Definitions

- **R.S. Woodworth (1945)**, by making use of this explanation has defined emotion in this way, "*Emotion is a moved or stirred up state of an organism. It is a stirred up state of feeling that is the way it appears to the individual himself. It is a disturbed muscular and glandular activity – that is the way it appears to an external observer.*"
- According to **Crow and Crow (1973)**, an emotion "is an effective experience that accompanies generalised inner adjustment and mental and psychological stirred up states in the individual, and that shows itself in his own behaviour."
- **William McDougall (1949)** says, "An instinct is an inherited or innate psycho-physical disposition which determines its possessor to perceive and to pay attention to, objects of a certain class, to experience an emotional excitement of a particular quality upon perceiving such an object, and to act in regard to it in a particular manner, or, at least, to experience an impulse to such an action." This statement gives us the nature of emotions as well.
- According to **McDougall**, an instinctive behaviour has three aspects:
 - i. Cognitive or knowing or perceptual aspect.
 - ii. Affection or feeling or emotional effect.
 - iii. Conative or doing or striving or executive, active or behavioural aspect.
- **McDougall** discovered 14 basic instincts and pointed out that each and every emotion whatever may be is the product of some instinctive behaviour.

Chief characteristics of Emotions:

- 1) The emotional experiences are associated with some instincts or biological drives.
- 2) Emotions, in general, are the product of perception.
- 3) The core of an emotion is feeling which is essentially linked with some sort of urge or impulsive act to do. There is only a difference of degree between feeling and emotion.
- 4) Every emotional experience involves several physical and psychological changes in the organism. Some of these changes like the bulge of the eyes, the flush of the face, the flow of tears, the pulse rate, etc. are easily observable. There are also internal physiological changes like circulation of blood, the impact on the digestive system and the changes in the functioning of some glands, etc.

- 5) Emotions are frequent.
- 6) Emotions are expressed in relation to the concrete objects or situations.
- 7) Emotions are temporary.
- 8) Emotional expressions in early childhood are intense irrespective of the intensity of the stimulus.
- 9) Small children fail to hide their emotions and express them indirectly through different activities like crying, nail-biting thumb-sucking and speech difficulties.
- 10) Emotions are prevalent in every living organism.
- 11) Emotions are present at all stages of development and can be aroused in young as well as in old.
- 12) Emotions rise abruptly but die slowly.

Concept of Emotional Development

Emotional development is one of the major aspects of the human growth and development. Emotions like love, anger, fear etc. play a great role in the development of a child's personality. Not only his physical growth and development is linked with his emotional make-up but his intellectual, social, moral and aesthetic development are also controlled by his emotional experiences. The overall importance of emotional experiences in the life of a human being makes it quite essential to know about the emotions.

CT. Morgan emphasizing the importance of emotions in life writes that emotions are basic, primeval forces of great power and influences designed by nature to enable the organism to cope with circumstances which demand the utmost effort for survival or success or to add colour and spice to our living. If there had been no emotion in the life of the organism, the life of the organism, the life would have been without any aspiration. In absence of emotions, social and family life would have ceased and progress would have been checked. The word emotion has been derived from the Latin word *emovere* "to move out". Emotion may be defined as the stirred up condition of the organism involving internal and external changes in the body. P.T. Young offers the definitions of emotions as "An emotion is disturbed state of organism: an emotion includes Visceral changes due to increased activity of autonomic nervous system and an emotion originates within the psychological situation." It is expressed in love, fear, anger, laughter and tears etc.. It involves feelings of jubilation or depression and impulse to action and awareness of perception. Basically human beings are creatures of feelings or

emotions. Our emotions control our behaviour. Emotion in the organism is a dynamic internal adjustment, that operates for the satisfaction and welfare of the individual. Adolescence is marked by heightened emotionality. The history of world is full of the heroic deeds of adolescents, when many adolescents sacrificed their lives at the altar of freedom of the country. Heightened emotionality is evident from nail biting, tension, conflicts, quarrels with parents, siblings and classmates etc.

Causes of Heightened Emotionality

- 1) **Change of roles in home, school and society.** As soon as the child enters the adolescence, his social roles and responsibility change. Change of roles requires adjustment to new situations in a different way. The adolescent has to change his old habits of childhood in home, school and society. To change over the new patterns of habits creates emotional tensions in adolescents. The process of wearing from total dependence to independent role with greater responsibility disturbs the adolescents.
- 2) **Unfavourable relation in home.** Parents in most cases are responsible for the heightened emotionality in adolescents because they do not prepare their sons and daughters to meet the problems of adolescence. They do not change their own attitude towards adolescents. They still treat them as children which creates rebelliousness in adolescents against their parents. There are quarrels with parents and siblings on small matters. Adolescent needs money to meet his demands of recreations, clothes, etc like other boys of his class. He becomes emotionally disturbed when he fails to meet these demands. Adolescent has to meet new social situation which disturbs him. As talking with the member of opposite sex and meeting officer or elders.
- 3) **Social expectations.** When the children becomes an adolescent, society and parents expect him to think and act like an adult for which he is not physically and intellectually matured. The adolescent fails to decide his status in social settings and failure to meet social expectations results in emotional disturbances and failure to adjust to new environment. The adolescent because of shift of roles has to make new adjustment in different social situations. He has to leave his accustomed patterns of childhood. He has to learn in short period new adjustment.

- 4) **Difficulty in adjustment to the member of opposite sex.** We observe that in later childhood, there is little interaction between boys and girls. In adolescence there is attraction towards the member of opposite sex but the adolescent is not able to understand the correct social behaviour, how to make friendship with the members of opposite sex. These problems create emotional tensions, in him.
- 5) **Religious conflicts.** Every child is trained in a special setting of religious beliefs and values. The child without questioning the authenticity of the teachings of his parents, obeys them but with the advancing age, he critically examines the beliefs and starts questioning the teachings of parents. This leads to conflicts, in his mind. The Indian society is divided into several sub-groups, each following its own religious beliefs. One caste hates the other. The adolescent is very sensitive to the feelings of hatred, partiality and nepotism in the society. There is a great gulf between the values and teachings preached by the school and their actual practice in the society. The adolescent is disturbed by all these actions.
- 6) **School failures.** School failures cause heightened emotionality so much so that many adolescents commit suicide, leave home and sometimes give up education.
- 7) **Conflicts with friends and family members.** Adolescents come in conflict with their friends and family members who fail to understand them. Too strict discipline, restriction on movements and lack of understanding their interests or point of views are the chief sources of emotional disturbances.
- 8) **Vocational problems.** The most pressing problem for Indian adolescent is the future vocation after schooling. When he finds many adults roaming on the road without any means of livelihood, he is disturbed and permanent anxiety develops in his mind. Particularly those adolescents, who come from poor families and are the supporters of their families, are more disturbed.

Symptoms of Emotional Disturbances

There are certain symptoms which are evidence of emotional disturbance in adolescents. The teacher can locate these adolescents in his class and can provide them individual guidance.

Symptoms: Excessive nail biting, thumb sucking, biting the lips, scratching the nose, pulling or twisting the hair, scratching the head, picking the face, touching the face with the

hand, learning the face on the hand and rocking legs etc.

Use of other mechanisms as aggression, inattention, shyness, withdrawal and hyperactivity, also indicate emotional disturbance.

Characteristics of Emotions in Adolescence:

- 1) **Complexity.** By the age a child reaches in adolescence, he experiences a number of emotional upheavals and storms. His emotional development becomes complex by the experiences he gets in his environment. We cannot understand an adolescent by the over emotional expression, but we have to fathom deep to understand him. The adolescent learns to conceal his true emotional experience.
- 2) **Development of abstract emotion.** Generally children show emotional expression in relation to concrete object but adolescents can express their emotional feelings in relation to objects which are abstract or which are not present in concrete form.
- 3) **Emotional feelings are widened.** As the child grows he starts taking account of past and imagines of future and thus we can expect him to become more patient and able to tolerate delay. He gets pleasures from what he expects in future.
- 4) There is great shift in his social sphere. Now he starts making friendship with his classmates. The sphere of his social relation increases. He starts appreciating elder and younger people. Sometimes, he is emotionally attached with a hero of his choice who may be a historical figure, politician, heroine or hero and other leader according to whose principles he wants to shape his life.
- 5) **Bearing of tensions.** Adolescents develop competencies to bear the tensions in different social situations. The emphasis is on self-control. The adolescents feel a kind of inner freedom, freedom to feel and experience, in an intimate personal way.
- 6) **Capacity of sharing emotions.** The adolescents develop the concern about the feelings of others and an increased capacity for sharing emotional experiences with others. In childhood, children are not able to control their emotions. Sharing of emotional experiences reaches its fullest development when an adolescent is able to relate himself to another person in such a way that the satisfaction of the person is just as important as his own. It means he begins to love his neighbours as much as himself.
- 7) **Loyalties expand.** Emotional development begins from the home environment of the

infant and during adolescence it is expanded beyond home and neighbourhood. These loyalties are identified with peers and leaders of various fields.

- 8) **Realism and emotional experiences.** Now the child enters the period of reality. An adolescent can perceive and appreciate people around him. He recognizes the weakness and strength of one's character.
- 9) **Reviewing of hopes and aspirations.** Adolescence is type period of life when one has high hopes and aspirations for his future life. Some adolescents work realistically to achieve their expectations and others do little to realize their hopes, they remain in illusion, and in the world of day dreams and flights of fancy which make them unrealistic.
- 10) **Tolerance of alones.** The adolescents develop a feeling of alones. Sometimes they like to be alone in their home.
- 11) **The adolescent learns to externalize** his feelings in the various situations of external environment, he moves in. He can project his feelings on others.
- 12) **Increased compassion.** Compassion is the single quality which enables a man to achieve highest peak and the deepest reach in his search for self fulfilment. Compassion means fellowship of feeling. It denotes an ability to enter into kinship with the feelings and impulses involved in any sort of emotional experiences, whether it be joy or sorrow. To be compassionate means that a person is able to enter his own feelings and appreciate the emotional feelings of others.

Common Emotional Patterns in Adolescents:

Emotions develop out of feeling of excitement in two channels from the early childhood: delight and distress as love, affection and fear, anger and hostility. We will examine development of emotions during adolescence.

- **Love and Affection.** The emotion of love is very important in adolescents and is related to sexual impulse. It is the result of consequences of physiological disturbances. The emotion of love and affection develops from the very infancy in the life of the organism. In infancy love and affection develop in concrete objects of his environment, inanimate and animate but in adolescence emotion of love and affection is associated with people and occasionally with pets. The adolescent is able to discriminate people with whom he likes to associate and build up an affectionate association. Gilliland reports that childhood

loves are not sexual in nature but adolescence love becomes a source of pleasure. The circle of persons becomes narrow. The adolescents become very closely attached with one another because of intense feeling of love. The associations made in this period are lasting. The maturation of sex is the chief source of newness in the lives of adolescents. Most of his conversation centres round the sex and its problem.

- **Joy, Pleasure and Delight.** During adolescence, physical condition is one of the sources of joy and pleasure.
 - > The first cause of joy is one in which the individual fits, or to which, by virtue of his capacities and abilities, he is well adjusted.
 - > The second situation which calls forth joy in the adolescent is the release of pent-up energy, the more intense the pent-up energy and the longer it has bottled up in the individual, the stronger will be release when it finally does take place.
 - > The third common cause of happiness in adolescent is the feeling of superiority. Even adolescent feels insecure and uncertain in life, any situation that is opposite to this feelings, give happiness. Passing the examination in first division, being elected to student union, being declared first in athlete, sports or contest, gives feelings of superiority to adolescents
- **Worry.** Worry is an imaginary fear. It is caused by a repeated rehearsal of the situation feared. It is referred by some psychologists as 'anxiety' an emotion state in which the disturbing situation does not accompany the state, but is anticipated in the future. The adolescents have the following types of worries:
 - > School work.
 - > Examination and test.
 - > School problems as favouritism by the teacher, unreasonable home-work, lack of ability to concentrate, not knowing how to study, worry of failure, and inadequacies related to 'their sex role'.
 - > *Home Worries.* Lack of understanding between adolescents and parents, illness of parents, difficulty in marriage, friends' health, problem of money, personality weakness.
- **Fear:** Fear is an important negative emotion. No systematic work has been done on fears of adolescents in Indian conditions. Fear is learned from the environment in which

a child moves. No generalised conclusions can be drawn as the objects of fear during adolescence. Some categories of objects are listed below which may cause fear:

- > *Fear of material objects:* Snakes, dogs, strange noise, lions, elephants, aeroplanes.
- > *Social relationship:* (a). Meeting with people in high offices, (b). being with elders, (c). being alone in a room. (d). reciting in the class or speaking from the platform, (e) meeting with the members of opposite sex.

Fears decrease with the advancing age of the child in number and intensity.

- **Anger:** Anger is also a learned response to environmental stimuli. It is social in nature. Hebb writing about the nature and source of anger and fear, says, "The fundamental source of either emotion is of the same kind, a disruption of coordinated cerebral activity. Fight and aggression are two different modes of reaction tending to restore the dynamic equilibrium, or stability, of cerebral process.....each of these modes of response tends to restore integrated cerebral action.
- > Failure of material object.
- > Teasing by teacher, parents, elders and peers.
- > Being unfairly treated.
- > Sarcastic remarks, encroachment of his rights by brothers or sisters.
- > Thwarting of self-assertions, insulting remarks, unwelcome advice, not being invited to a party and failure in activities undertaken.

Effects of Emotion:

Emotions have profound effects on the life of an individual. They can make or mar one's life. There are two types of effects of emotions which are described below.

A. Good Effects of Emotions

- (1) *Source of motivation.* Emotions work as motives which drive the organism for an action. Love, fear, anger and curiosity may help us to achieve our goal. Classical stories are evidences when young men sacrificed their lives for their beloved. Fear or failure motivates one to study hard for the examination. Emotions prove a motivating agent to further our action towards goal.
- (2) *Source of enjoyment.* Pent-up emotional feelings and routine activities create monotony in the individual. Emotions particularly positive add enjoyment in our life. They add

excitement. Adolescents read novels, see movies, theatres and T.V. etc., which overcome the deficiency of emotional excitement.

- (3) *Source of strength and endurance to body.* Emotions give strength to our body. An individual can do unusual work under emotional excitement which appears difficult in normal conditions. As an illustration: An individual chased by a dog can jump a 5 ft high wall which he cannot jump in normal condition. Emotions give strength and endurance to our body. Fatigue does not set in during the emotional state. If a child loves his subject, he can work hours together without any sign of fatigue.

B. Bad Effects of Emotions

The emotions also have damaging effects on the behaviour of the individuals. The most damaging effect of emotions is on the physique of the individual. Constant emotional tension may cause lack of sleep, restlessness, headache, chronic fatigue, insomnia and lack of appetite.

Kuhlen in 1952 conducted research on the effects of continuous emotional tension. He reported that emotional tensions affect the efficiency of the individuals, shifts of moods and inconsistency in behaviour. It also affects the memory. Forgetting increases in emotional state. The individual cannot reason, think and concentrate on a problem. Constant emotional pressure disturbs learning ability. Fear, and anger etc, cause the most powerful effect on thought process – moodiness, and irritability etc. They bring change in our attitudes towards life. Negative emotional experiences for a long period disturb the total personality of an individual and may lead to neuroticism.

Control and Training of Emotions

Developing proper emotions and controlling them is very essential objective of education during adolescence. Meeting social demands as well as to eliminate the damaging effects of the emotions on attitudes, habits, behaviour and physical well-being, control of emotions is essential. Control does not mean repression but it means learning to approach a social situation with rational attitude and repression but it means learning to approach a social situation with rational attitude and repression of those emotions which are socially unacceptable. **The teacher can** play an important role to reduce pressures that interfere with the child's emotional development.

1. **Proper Training:** Parents, teachers and social workers may use devices and methods to control fears of inadequacy in various situations by developing competencies and skills in some activity in which adolescents are interested to create self-confidence which helps to meet different situations of life boldly. The teacher should emphasise the interpersonal relationship for the facilitation of learning.
2. **Development of resistance:** Adolescents should be encouraged to examine critically the causes of their failures and frustration etc., and teacher should develop resistance to frustrations. Thwarting should be properly rationalised.
3. **Guidance and counselling:** Adolescence is a period when individual is overwhelmed by a number of simultaneous developments, therefore, to meet this situation proper guidance is needed in this period.
4. **Proper understanding:** Parents and teachers should change their attitude towards adolescents. They should provide proper environment for the expression of pent-up feelings. Fair treatment, sympathy, cooperation and freedom of action within a reasonable limit should be given to adolescent and unnecessary restriction should not be imposed. A variety of interests should be developed to avoid frustration. Teach the adolescents to relax by providing opportunity for hobbies, curricular activities, catharsis through play, free discussion and dramas etc.

The teacher and the school can encourage the development of affective maturity in adolescents by providing them:

- a. Skills that will enable the child to deal effectively with the threatening aspects of his environment.
- b. The teacher should provide in class and school an atmosphere that permits the adolescent to admit the feelings he is experiencing.
- c. School should provide identification of proper model and constructive ways of expressing feelings. Adolescents should be trained in self-control of emotions. They should be provided with a variety of opportunities to participate in activities leading toward the acceptance of responsibility. This participation by adolescents will foster a spirit of tolerance, cooperation, habits of confidence and spirit of fair play. An important method which a class room teacher can encourage is to help the students to express their emotions in constructive ways. Students should be trained to express their emotions to

others in whom they have full confidence. Verbalisation of pent-up emotional feelings releases mental tension and as emotions are put into words, they become diffused, less intense and manageable. The teacher must develop a clear recognition of the desirability of achieving free and more constructive expressions of emotions which will result in progress toward the desired goal.

- d. The teacher may organise picnics, excursions and tours of his students to provide them opportunities to understand each other and come closer. This will resolve many problems of adolescents which are created by lack of communication among the members of the class and school.

Personality:

At the outset, it must be stressed that personality cannot be equated with character. Character denotes something ethical and moral and refers to the standards of right and wrong. At the same time personality cannot be taken as an outward appearance and behaviour only. Personality is the totality of everything about a person – his emotional, mental, social and spiritual make-up. In fact, it also includes ethical and physical make-up of an individual. Character is, just one aspect of personality.

Meaning and Definition of Personality:

The term “*Personality*” is derived from the Latin word “*Persona*” which means the mask worn by the Roman actors. In this sense personality means the individual as seen by others. The term personality is used in so many different ways that a detailed discussion is neither possible nor desirable in the present context. However, some of the important definitions are given here which may throw light on the meaning of the term ‘personality’.

G.W. Allport after evaluating 49 definitions of personality written by so many eminent persons in his book “*Personality: A Psychological Interpretation*” in the year 1937, Allport summarizes his own concept in the following words:

“*Personality is a dynamic organisation within the individual of those Psych-physical systems that determine his unique adjustment to his environment.*”

According to **Watson**, “*Personality is the sum of activities that can be discovered by actual observations over a long enough period of time to give reliable information.*”

Morton Prince, accepting the role of both heredity and environment, defines it as:

“*Personality is the sum total of all the biological innate dispositions, impulses, tendencies, appetites and instincts of the individual and the dispositions and tendencies required by experience.*”

R.B. Catell defines, “*Personality is that which permits a prediction of what a person will do in a given situation.*”

Eysenck, “*Personality is the more or less stable and enduring organisation of a person's character, temperament, intellect and physique, which determine his unique adjustment to the environment.*”

Characteristics of Personality:

From the definitions given above, following characteristics of personality emerge very clearly:

1. Personality is what one is.
2. Personality of each individual is unique.
3. Personality is dynamic and not static.
4. Personality functions as a unified whole.
5. Personality is the product of both heredity and environment.
6. Personality is through and through social.
7. Personality is continually adjusting itself to environment.
8. In rare cases personality influences the environment.
9. Personality is always striving for certain ends.
10. Personality is self-consciousness. We do not attribute personality to animals.
11. Personality is influenced by the school environment.
12. It is only through the study of personality of individual students, that the relative differences among them can be known and their personality developed to the optimum level.

Personality Development/Changes during Adolescence

In a simple and straight way, it may be said that personality development implies the development of the traits of the individual. Here trait theory of personality comes to our help to have an adequate understanding of the problem. Personality development is an organised

patterns of behaviours and attitudes that makes an individual distinctive. It includes physical, psychological, social, emotional, aesthetic and moral characteristics possessed by an individual. But individuals at the adolescence period should be more realistic and they should have adequate knowledge about their abilities because, among all the stages, adolescence is the most crucial stage for shaping one's personality since all biological and psycho-chemical changes in the human body take place at this period. Personality development starts from early childhood to adulthood stage where self-concept, self-esteem, adjustment are considered very important.

By early adolescence, both boys and girls are well aware of their good and bad traits, and they appraise these in terms of similar traits in their friends. They are also well aware of the role personality plays in social relationships and thus are strongly motivated to improve their personalities – by reading books or articles on the subject, for example – in the hope of increasing their social acceptance.

Older adolescents are also aware of what constitutes a “pleasing personality.” They know what traits are admired by peers of their own sex as well as by peers of the opposite sex. Although different traits are admired as adolescence progresses, and although admired traits differ somewhat from one social group with which they are identified admires.

Many adolescents use *group standards* as the basis for their concept of an “ideal” personality against which they assess their own personalities. Few feel that they measure up to this ideal, and those who do not may want to change their personalities.

This is a difficult, often impossible task. *First*, the personality pattern, established during childhood, has begun to stabilise and take the form it will maintain with few modifications during the remaining years of life. True, there will be changes with age, but these will be more *quantitative* than qualitative, in that desirable traits will be strengthened, and undesirable traits will be weakened.

Second, many of the conditions that are responsible for moulding the personality pattern are not within the adolescent's control since they are a product of the environment in which the adolescent lives and thus will continue to affect the self-concept- the core of the personality pattern- as long as the environment remains stable.

If, on the other hand, adolescents change their environments, as happens when they go away to school or college or to a new place to live or work, environmental changes may

bring about personality changes. Adolescents who go away to college, for example, usually show greater social and emotional maturity, and greater tolerance, than those who remain under the parental roof. On the other hand, even in a different environment adolescents tend to seek people who treat them in a manner congruent with their self-concepts and to avoid those who do not. This reinforces their already established self-concepts and their characteristic patterns of adjustment to life.

Even when the environment does not change, some of the conditions contributing to an unfavourable self-concept will automatically change as group values change. When high value is placed on social acceptance, adolescents who are not popular will feel inadequate. Later, as the closely knit peer groups begin to break up and less value is placed on popularity, adolescents will be able to view themselves from a different frame of reference and thus will feel more adequate. This feeling of adequacy will be greatly increased if older adolescents go steady or get married earlier than other members of the peer group, or if they earn money which enables them to have the autonomy and status symbols which their peers are unable to have.

Many conditions in the adolescent's life are responsible for molding the personality pattern through their influence on the self-concept.

The personality development of the adolescent boys and girls can be well understood from the following characteristics:

1. **Self-Concept:** Carl Rogers and Abraham Maslow were the pioneer psychologists to establish the idea of self-concept in the field of psychology. Self-concept is an idea or an image about what we have in ourselves. A child's view on itself about the potentials, qualities or characteristics is known as self concept. Encyclopedia of psychology defined Self-concept as totality of attitudes judgement and values of an individual relating to his behaviour abilities and qualities. Self-concept is an important aspect in the personality development of an adolescent boy or a girl. The self-concept of adolescents are influenced by age maturity, physical attractiveness, appropriateness in Sex, family relations, ridiculous names and nicknames, peer groups, support and encouragement for creativity and level of aspiration.
2. **Self-Esteem:** American psychologist and philosopher William James, in the year 1890, used the concept self-esteem for the first time. Self-esteem refers to a person's general

attitude towards one's self. Self-esteem is also known as self-worth. There is an intensive relationship between self-concept and self-esteem. At this age the adolescent boys and girls know to evaluate correctly about their self. The adolescent boys and girls need high self-esteem in order to make a proper adjustment in the social environment they are living in.

3. **Sound Adjustment:** The personality development of the adolescent boys and girls can be identified through their sound adjustment process. A well developed personality of an adolescent helps him or her to make adjustment in any changing social situations. A well adjusted adolescent boy and girls have a positive attitude in their life.

Consequences of Attempts to Improve Personality:

How successful adolescents will be in their attempts to improve their personalities depends on many factors.

First, they must set ideals that are realistic and attainable for *them*. Otherwise, they will inevitably experience failure and along with it, feelings of inadequacy, inferiority and even martyrdom if they project the blame for their failures on others.

Second, they must make a realistic assessment of their strengths and weaknesses. A marked discrepancy between their actual personalities and their ego ideals will lead to anxiety, uneasiness, unhappiness, and the tendency to use defensive reactions.

Third, adolescents must have stable self-concepts. The self-concept usually becomes increasingly more stable as adolescence progresses. This gives adolescents a sense of inner continuity and enables them to see themselves in a consistent manner, rather than one way now and a different way later. This also increases their self-esteem and results in fewer feelings of inadequacy.

Fourth, and most important of all, adolescents must be reasonably well satisfied with their achievements and eager to make improvements in any area in which they feel deficient. Self-acceptance leads to behaviour that makes others like and accept the adolescent. This, in turn, reinforces the adolescent's favourable behaviour and feelings of self-acceptance. Attitude toward self thus determines how happy and well adjusted the individual will be.

Some Important Determinants of Personality:

Determinants of personality can be divided broadly into 4 groups:

- a. Genetic Factors.
- b. Social factors.
- c. Personal experiences
- d. Cultural Factors

- a. **Genetic Factors:** Heredity plays a prominent part in determining a child's physical features, body size, motor ability, rate of physical growth, intelligence and aptitudes. And all these factors certainly affect the child's personality when it interacts with social situations.

- **Physical Features:** Whether a child is more or less handsome determines his social acceptance. Attractive and beautiful children are accepted and admitted everywhere. Naturally, they develop positive personality characteristics, whereas other children are received coldly and indifferently. They do not get easy admiration. Such children may develop negative characteristics. Many research findings support these conclusions. A handsome child may get an initial advantage in the development of personality. It may be able to keep an edge over other children less gifted with attractive features, if it proves himself superior to others in personality assets more important in work and success.
- **Body Size:** Height, weight, fattiness, thinness have their share in personality development. A tall boy or a girl carries himself or herself confidently around the situations. Fatness may become a subject of laughter and affect adversely on child's personality.
- **Motor Ability:** Mastery over different motor skills such as swimming, cycling, sports etc. certainly shapes positive personality characteristics. Because of these skills, the child gains recognition and it helps it in its development.
- **Intelligence:** Certain forms of mental deficiency are hereditary. A mentally-deficient child is unable to interact with society normally. So in such cases its personality does not develop. If other things are normal the intelligent child has a better chance of personality development.

- **Aptitude:** If a child has certain aptitudes such as singing, drawing, stitching etc. it gets easy recognition in its peer groups and has better chance of personality development.
- b. **Social Factors:** We have discussed immediate social factors such as family influences and school influences upon personality characteristics. Other broad social factors are urban environment and rural environment.
 - **Urban vs. Rural Environment:** Urban environment supplies better chances of education and of overall development than rural environment. In one study, it has been found that children from urban environment tend to be more creative than those from rural environment. Rural environment offers less stimulation than urban environment. Family set-up is also different. Urban families adopt a more liberal attitude towards children than rural parents. Urban families are more educated and that also helps in the child's development.
- c. **Personal Experiences:** Personal experiences are unique to each individual child and that is one of the factors of personality difference. The nature of personal experiences may be emotional social or intellectual. There is no doubt that it has its mark on developing personality. A child who experiences undue cruelty and rejection is certainly different from a child who experiences a lot of kindness and acceptance. A child who experiences admiration and recognition is different from a child who experiences a lot of kindness and acceptance. A child who is exposed to dangers and fearful situations will be different from a child who is protected. So one cannot predict one's personal experiences but they do affect growing personality.
- d. **Cultural Factors:** Culture plays a significant role in determining personality. Personality variations are found according to the cultural pattern. We talk of American personality or Indian personality or Chinese personality because of these variations. Child socialisation takes place according to his particular culture. Which attitudes, values, prejudices, beliefs, superstitions will be transmitted from child to child will depend on his culture. And all these characteristics determine personality factors. How a child will be reared in the family will also depend on his culture. So family education, school education, religious and moral education depend on one's culture.

Role of the teacher in the personality development of students:

1. Teacher as a 'Spiritual Preceptor' as in the Vedic Period.
2. Teacher as a 'Communicator and Provider of knowledge'.
3. Teacher as a 'Learning Facilitator'.
4. Teacher as a 'Gardener' or 'Directress' of Learning in the Naturalist Movement in education.
5. Teacher as a 'Manager' of Learning activity in the Pragmatic Philosophy of education.
6. Teacher as an 'Ideal Person' in the Philosophy of Idealism.
7. Teacher as a 'Soldier' and 'Weapon' in Nazism and Communism.
8. Teacher as an 'Agent of Social Change' in the Democratic Philosophy.
9. Teacher as a 'Mediator' between the learner and the subject-matter.
10. Teacher as a 'Transmitter' of cultural heritage.
11. Teacher as the 'Educational Media User.'
12. Teacher as the 'Spearhead' of change in the society.
13. Teacher as the 'Harbinger' of social change.

Adjustment:

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

Gates, A.S. and Jersild, A.T.: "Adjustment is a continual process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment."

Geuner, B. Vonhaller: "We can think of adjustment as psychological survival in much the same way as biologist uses the term adaptation to describe physiological survival."

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

Smith, H.C.: "A good adjustment is one which is both realistic and satisfying. At least in the long run, it reduces to a minimum the frustrations, the tensions and anxieties which a person must endure."

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

A perusal of the above definitions of adjustment leads us to the following characteristics of adjustment:

1. Adjustment helps us to keep balance between our needs and the capacity to meet these needs.
2. Adjustment implies changes in our thinking and way of life to the demands of the situation.
3. Adjustment gives us the ability and strength to bring desirable changes in the state of our environment.
4. Adjustment is physiological as well as psychological.
5. Adjustment is multidimensional.
6. Adjustment brings us happiness and contentment.

Therefore, a comprehensive definition of adjustment would be like this: "*Adjustment is a condition or state in which one feels that one's needs have been (or will be) fulfilled and one's behaviour conforms to the needs of a given environment or the environment is changed (or will be changed) in a manner as it conforms to the needs of the individual*"

Adjustment as an Achievement and as a Process:

Adjustment may be viewed from two angles. From one angle, adjustment may be viewed as an achievement or how well a person handles his conflicts and overcomes the resulting tension. From another angle, adjustment may be looked upon as a process or how a person adjusts to his conflicts.

Adjustment As A Psychological Process:

Adjustment as a process is of major interest to psychologists who want to understand a person and his behaviour. The way one tries to adjust himself and to his external environment at any point of time depends upon the interaction between the biological factors in growth and his social experiences.

In general, there are three broad types of adjustive process in the event of a conflict between a person's internal need states and environmental demands:

- a. The person may modify or inhibit the internal impulse.
- b. The person may try to alter the environmental demand in some manner so that he resolves the conflict.
- c. The person may "escape" through unconscious resources to mental mechanisms like phantasy, compensation, projection, rationalization, sublimation etc.

We cannot call any of these modes of adjustments as the most superior. None of them used in isolation, to the exclusion of others is helpful in adjustment. Excessive use of any one of them is likely to be maladaptive. The human beings in order to reconcile their needs or the environmental demands must modify or inhibit their own impulses sometimes, alter or modify the environment at other times; and use some mental mechanisms at other times and at times a combination of all the three.

Characteristics Of A Well Adjusted Person:

A well adjusted person is supported to possess the following characteristics:

1. **Awareness of one's own strengths and limitations:** A well adjusted knows his strengths and weaknesses. He tries to make capital out of his assets in some areas by accepting limitations in the other.
2. **Respecting one's self and the others:** Dislikes of one's self is a typical symptom of maladjustment. An adjusted individual has respects for one's self as well as for others.
3. **An adequate level of aspiration:** His level of aspiration is neither too low nor too high in comparison to his own strengths and abilities. He does not try to reach for stars and also not repent by selecting an easier course for his advancement.
4. **Satisfaction of the basic needs:** His basic needs like organic, emotional and social needs are fully satisfied or in the process of being satisfied. He does not suffer from emotional craving and social isolation. He feels reasonably secure and maintains his self-esteem.
5. **Does not possess critical or fault finding attitude:** He knows how to appreciate the goodness in the objects, persons or activities. He does not try to search for the weakness and faults. His observation is a scientific one rather than critical or punitive. He likes the people, admires their qualities and wins their affection.
6. **Flexibility of his behaviour:** He is not rigid in his attitude or way of living. He can easily accommodate or adapt himself in the changed circumstances by making necessary changes in his behaviour.

7. **Capable of struggling with odd circumstances:** He is not easily overwhelmed by the odd circumstances. He has sufficient will and courage to resist and fight against odds. He has an inherent drive to master his environment rather than passively accept it.
8. **A realistic perception of the world:** He holds a realistic vision and does not fly unnecessarily in the world of ideas and imagination. He always plans, thinks and acts on the real footing.
9. **Feeling at home with his surroundings:** A well adjusted individual feels satisfied with his surroundings. He fits well at his home, family, neighbourhood and other social places. As a student he likes his school, school-mates, teachers and feels satisfied with his daily routine. When he enters a profession, he has a love for it and he maintain his zeal and enthusiasm in his profession despite heavy odds.
10. **An adequate philosophy of life:** A well adjusted person has his own philosophy of life which he tries to observe while keeping in view the demand of the changed situation and circumstances. He weaves his philosophy round the demand of his society, culture and his own self so that he may not come in clash with his environment on the one hand and his self on the other.

Adjustment problems or maladjustment of the adolescence:

Adjustment is the relationship which comes to be established between the individual and the environment. Every individual play certain roles and enjoys a certain position in his social relations. Parents and teachers are often perplexed by the unwanted persistent behaviours shown by the child. they try to reduce or eliminate such type of behaviour by either rewarding or punishment. If their efforts fail, the child concerned is labelled as a '**problem child**' or '**maladjusted child**'. One often hears various complaints such as "Ajay is very aggressive" "Ajay hits his sister very hard". "Ajay cries a lot" etc. All such statements reflect adjustment problems and parents are worried about such behaviour because they don't understand how to handle such situations. It should be noted, however, that almost all children display some minor behaviour "problems", "fears", "anxieties" etc. now and then. The fact that good childhood adjustment develops in a well organised personality or a maladjusted childhood leads to frustrated, abnormal and problem personality. So, there are certain factors that leads to adjustment problems or maladjustment of the adolescence.

S.R. Laycock have specified some of the factors which leads to Adjustment Problems of Adolescence. They are:

- Home, School, Society and adjustment with the opposite sex.
- Freedom at home.
- Adjustment in profession.
- Development of Life philosophy.

Generally the factors of adjustment problems can be broadly divided into **three (3) types**. They are as follows:

- A. Personal Factors
- B. Social Factors and
- C. School Factors

A. Personal Factors:

A person while trying to make an adjustment with his/her social environment various personal factors might affect him/her and her/she might fail in his/her adjustment process. Some of such personal factors affects in the adjustment of the adolescence are as follows:

1. **Intelligence:** Unusually high or low intelligence may have some effects on a growing child. Admiration, recognition, attention are taken for granted by a very bright child. "I will get whatever I want" may be his attitude everywhere. Naturally he becomes selfish, rude and demanding. Goldberg's study (1965) indicates that gifted persons also have a toll of their personal difficulties and they may be seriously maladjusted. Some of them showed depression, psychopathic personality and nervous breakdown. Some of them had complete breakdown and were hospitalised. A very low intelligence also may lead to adjustment problems of the adolescence. A very dull adolescent does not expect any recognition and listlessness and apathy are common in such adolescent.
2. **Mental Deficiency:** A mentally deficient child is unable to adjust normally with the situation and requires special training.
3. **Physical Deficiency:** Imperfect and exceptional physical growth may develop problems in adolescent's adjustment. An adolescent needs conformity. Ideas that he is "**different**" from the average person may obsess him. For example, left-handed person may feel insecure and shy. In the same way very tall child or a very short child also may have inferiority complex.

Physically handicapped children need to be trained in adjustment. One can only say that any sort of handicap may lead to adjustment problems of the adolescence.

4. **Development of Self-Concept as Factor:** Many evaluations of development of self-concept have showed that good self-concepts tend to reflect good personal and social adjustment, while development of poor self-concepts may lead to anxiety, ineffective group behaviour and dishonesty. L.P. Lipsitt (1958) found that there is a relation between self-rejection and increased levels of anxiety. P.H. Mussen and L.W. Partar (1959) found that children who are self-confident speak up and take leadership roles and those with low self-esteem tend to be less forceful and more likely to be followers.
5. **Frustrations:** It is an established fact that frustration may lead to aggression or any other negative characteristics which in turn may lead an individual to maladjustment. Many experiments are done with frustration as a constant variable e.g., to expose a subject to vexing treatment such as to delay the promised reward or to block child's efforts for reaching to the goal, to take away the reward given, to tell him to repeat the activity without commenting or recognising etc. Bandura and Walters (1963) have reviewed and discussed several such experiments.
6. **Miscellaneous Factors:** There are some uncontrolled factors which may sometimes lead child on the path of maladjustment. These factors include involvement in a severe accident extensive hospitalisation, rape or witnessing violence etc. Then malnutrition also affects badly on physical, mental and emotional development of a child and may lead to poor adjustment.

B. Family and Social Factors:

1. **Family Attitude – Components:** Some faulty parental attitude components may exist irrespective of their social, economic or cultural background. Some significant attitudes are as follows:
 - **Inconsistency-** This is the most widespread complexity which a child has to face. Adults in the family environment may be inconsistent in various ways. A single adult may be inconsistent in his demands. For example, at one time he may punish his child for untruthfulness and at another time punishment may be for truthfulness.
 - In-consistency of expectations in different adults-mothers, father, teacher or anyone else in the family express their uniqueness as an individual. Their expectations from

the child also may be unique. For example, when father scolds the child for irregular studies, mother tries to make up for father's harshness and become extra soft.

- In-consistency of values held by parents and teachers- parents criticise school activities and requirements and teachers consider parents more of a bother than anything else.
 - In-consistency of adults' own behaviour pattern with their expectations from children. – Adults are often hypocritical in their behaviour and their teaching technique may be "Do as I say, not as I do". Certain amount of inconsistency is bound to be found in families but chronic inconsistency is a highly damaging factor and may lead a child on the path of maladjustment.
2. **Over-coerciveness:** Some parents tend to be too controlling with their children. Such parents think that a child needs their constant attention and supervision otherwise it may make mistakes and get hurt. With such attitude a child may feel unsure of himself and fearful of novel situations. Reasonable control is, of course, a necessity but extreme control may be damaging.
 3. **Level of Aspiration:** Some parents expect too much from their children. As a result it becomes hard for a child to acquire a really good feeling about himself. He "knows" he should have "tried harder" or "done better," such feelings cause demoralisation, depression, and despair. A child becomes joyless and often feels that he has fallen short of the goal. Such adults are usually too critical, always expecting too much too soon. Hence, they find it difficult to praise. They tend to overlook the many small, positive accomplishments a child performs and always criticise his deficiencies. Too often they overlook child's inabilities and limitations. And many times they expect good performance from their children when enough material, adequate teaching and sufficient practice have not been provided to assure a child of success.
 4. **Indulgence:** It is now an established fact that to cater too much to a child's desires and whims is harmful. Too much pampering spoils child's normal development. A child may become unsure, aggressive, dependent, stubborn, selfish etc. And all these personality traits lead to maladjustment.
 5. **Rejection:** Without mentioning obvious rejection on the part of parents who do not love their children or abandon them, there are several elements in parent-child relationship which may cause rejection among children. A few important elements are:

- Parental attitude towards each other. If there are frequent quarrels in the house, children feel rejected.
 - Parents' comparison between two children. Two children are never alike. Many parents make unnecessary comparisons and the result is harmful to the child. Sometimes comparison is made between their own child and neighbour's child or any other child.
 - Sometimes parents ignore the child and creates rejection.
6. **Identification with Adults:** Parents are as models before a child and he tends to identify with them. Male child identifies with his father and female child finds her identity in her mother. We often hear the description "like father, like son". Identification is a necessity and a normal process of child's socialisation. Trouble starts when parents do not keep adequate model before their children. As a child's effort toward growth and development continue to be affected by those around him, the neurotic qualities of the important adults can be, and often are, directly incorporated. This happens through a direct learning process and the child "picks up" his parent's problem. If a child watches his father becoming intoxicated and then be physically abusive to mother, then he will feel sorry for his mother and may be angry at his father. Tragically, however, as an adult he may repeat his father's model.
7. **Preliminary Sex-role Identification:** Establishment of one's sex-role identification is probably the key-stone of adjustment. This prepares the child for his future adult role. The child has to face many difficulties in fixing identification. There is sex-typing in the first place and a boy who is surrounded by women most of the time and who is according to Freud attached to his mother more than his father has to learn to identify with his father. Many times, identification goes wrong and the boy acquires feminine qualities. The same thing may happen in case of a girl.
- Many times, parents differ in their concepts of sex-role and a child has to suffer. A father wants his daughter to be highly qualified and educated. So he allows her all facilities generally given to a son. The mother thinks differently and teaches and schools her daughter accordingly. So the daughter does not know what to do and gets confused.
- Modern culture does not stress on sex-typing and today's culture probably is unisex culture.

8. **Indirect Dishonesty and Deception in the Family:** While parents teach their children honesty, truthfulness etc., they themselves sneak away from their teachings. Someone once observed that only adults are permitted to tell falsehoods and half-truths. Many times adults rationalise their doing as "not wanting to cause trouble" "being polite" etc. The result is even if nobody likes it children soon learn to make excuses and 'sneaky' behaviour. It is no doubt that 'rationalisations', 'some dishonesty' 'excuses' etc. are normal reactions in human life but there is a stage in child's life when he does not understand these double standards, and he may become confused and troublesome.
9. **Sibling Rivalry and Jealousy:** Everybody want love, recognition and attention. The children in the family may not be evenly matched but they want their share of love, recognition and attention. According to popular belief parents have equal love for each child but truth is different. Parents have their likes and dislikes and accordingly they choose their pets. Many times one of the children may be handicapped and needs extra attention, so it is given to him. Sometimes peculiar situation arise such as illness, important examination, etc and particular child receives more attention and love. Sometimes one of the children shows admirable skills and he is admired and loved more. All such situations become stress situations for one child or the other and sibling rivalry and jealousy arise out of it.
- Excessive jealousy, rivalry, envy and similar behaviour patterns are destructive to the child. Children become discouraged and refuse to try much of anything anymore. It can also become a way of life.
10. **Communication Breakdown:** Some parents simply do not know how to communicate with their children on their level. They only give directions and orders and sometimes good scolding. So gradually children stop trying to talk to them and a real communication breakdown occurs.
- Good communication is basic to problem-solving and working through difficulties. Parents not only should communicate with their children but should place a 'model of communication' before them. There should be good communication between parent and parent. Constant quarrelling and bickering also represents breakdown in communication and is as harmful as silence.

- 11. Breakdown and Instability of Family Unit:** Some parents may have such a poor relationship that they threaten divorce or separation constantly. A youngster in a home like this naturally will be nervous, insecure and worried; sometimes one of the parents may have some bad habits such as excessive drinking or smoking etc. Sometimes there are serious disabilities or mental problems in one of the parents. All such stress situations create emotional conflict in the child and the child becomes maladjusted.
- 12. Socio-Cultural Factors:** Modern society is facing a transitory-period currently. Almost all social institution such as the family, the school and the religion are no longer stable and sure of themselves. The security and stability provided formerly simply do not exist in modern societies. Parents themselves are confused and do not know what to transmit to their children. Teachers do not know what to teach and how to teach. Moral direction has lost its value and moral concepts are changing faster than individual's capability to understand them. Many people do not know for what purpose they are existing and why they are struggling to live. So there is heightened rate of mental illness, alcoholism and delinquency. People take pride in antisocial behaviour. A current power failure episode in New York was a horrid example of general maladjustment. There is a tendency among individuals to use each other rather than love and appreciate. In spite of all technical progress, boredom has become a common feature of modern living. Children feel it most of the time. They have all easy entertainments like movies, televisions, radios, toys, etc. Youngsters now-a-days do not take much pride in their own efforts to produce something because everything is available ready in the market. They also play a race with time and still when left alone do not know what to do. Boredom takes away feelings of initiative, dignity and adequacy. Too much violence in movies is making them indifferent and violent. Because of nuclear family set-up and new family planning. Planning concepts, the modern child is unable to satisfy his peer-need at home. When he drifts out of the family there is no guarantee that he may not identify with a deviant individual or group.
- 13. Adjustment to Emotional Disturbances:** The nature of emotions must be understood by them and by their elders. The weight, stature and sexual maturation are the chief sources of an adolescent's emotional maladjustment.

Since preaching and lecturing are to be avoided by the counsellor, he will need a great deal of skill in the delicate business of establishing rapport with the adolescent and

- of encouraging the adolescent to help himself.
- 14. Sex Adjustment:** Generally speaking, all adolescents are interested in sex. Certain kinds of sexual behaviour can have many serious results both girls and boys. To save from such results it is very essential that information about sex must be given to the adolescents in a scientific manner. Sympathetic counsellors are often chosen as the confidants of the confused or troubled young people.
- 15. Vocational Adjustment:** Miserable is the man who has a job in which he is not increasingly interested. The tragedies and the wastes that come from unaided or inadequately aided efforts to decide this important question are evident to anyone. The school should assume the responsibility for vocational guidance.
- C. School Factors:**
- 1. Inadequate training of teachers:** Teachers who are not properly trained in educational psychology and mental hygiene commit such blunders in handling children and their problems, out of ignorance of child behaviour, which may lead to maladjustment. Teachers' partiality and autocratic attitude are also important factors which create tension and anxiety in children.
 - 2. Inadequate curriculum:** Children have several physiological, social and psychological needs at different developmental stages. Needs of children are not met in our present day curriculum.
 - 3. Lack of recreational facilities:** Children who do not get facilities after classroom in the form of play, library, debates, discussions etc., may manifest maladjustment.
 - 4. Class-room climate:** If the social climate of the classroom is charged with emotions because of the relationship between the teacher and the students and students-students, it may lead to a number of problems. The author once came across a class where the students belonged to two communities, one privileged and the other under-privileged. There was always constant quarrelling between the two groups, resulting in leaving the school by six students. There are numerous examples when students form cliques and examples when students. There are numerous examples when students form cliques and groups on the basis of caste and creed and try to insult each other in school and outside the school.

5. **Lack of Interest in School Work:** Many a time the school is less appealing to the adolescents. The best way to help a student who lacks interest in school work is to find out his interests and then to tie these interests to school work. Experience indicates that by giving a disinterested student something he likes to do, the school accords him recognition and approval, and stimulates to increase his efforts and widen his interests.

In the selection of the various school subjects, undue emphasis should not be, aid on school marks or parents' wishes. The interest of the child should be measured through various techniques.

At time if it may be discovered that many pupils are placed with the wrong teacher, then a change of teacher may be advisable.

6. **Lack of Proper Study Schedule:** There is a great need to guide the adolescents in preparing their study schedules. The following principles may be kept in view while planning study schedules:

- i. The same subject may be studied at the same time of the day and at the same place.
- ii. Some time for review must be provided daily.
- iii. The same topic must be studied on the same day it is taught in the class.

7. **Insufficient Study Habits:** Some of the basic study principles with which the adolescent should be familiar to are:

- i. Study the same subject at the same time and at the same place.
- ii. Know and Keep in mind the purpose of the the lesson assigned.
- iii. Practise recall while reading.
- iv. Take notes as you proceed.
- v. Raise questions while reading.
- vi. Learn the material in the way in which it will be used later.
- vii. Keep attention focused on the job at hand.

8. **Adjustment with the school Discipline:** Sometimes schools expect too much from students who must submit to teachers who may be tyrannical sometimes. Schools should not implant habits of questioning obedience which inhibits the growth of young people towards true independence. The teachers should be considerate to the needs of the adolescents.

9. **Examination System:** Examination is a necessary evil in our education, but it has persisted since long. The present system of examination does harm to our students. It creates strain and stress in the mind of the students. A constant anxiety is produced by it. Students work under excessive strain and stress during examination. The system of examining scripts does not do justice to the examinees. Many students commit suicide because of failure in the examination.

Adolescents and the Role of Teachers:

The following points may be helpful to teachers in dealing with students at this stage:

1. **Understanding the Nature of Adolescents:** Teachers must try to understand the influences that change the behaviour of the students. They must learn to differentiate between the serious and the trivial aspects of behaviour.
2. **Becoming Good Counsellors:** Teachers should try to develop in the adolescent a relation of friendship like the parent. The adolescents may be permitted to take some of their own decisions, and also helped to see the results of lack of judgement or hasty and impetuous conduct and also given opportunities for assuming responsibilities. But such cases should be watched very carefully.

The adolescent is usually a hero worshipper and anyone with character who gives him attention, understanding, sympathy and friendship is in a position to be of inestimable good influence. It should be the endeavour of each member of the staff to be in the look out for some students whose admiration or liking he has already won and should then welcome the opportunity of gaining their confidence and of giving sympathetic encouragement and direction.

3. **Maintenance of Emotional Balance:** It is quite true that good mental health is an essential requisite for good teaching. Lack of emotional balance is a frequent cause of disturbance between teachers and pupils. Maladjustments between teachers and pupils are caused when teachers administer punishments in anger or without sufficient cause, or lose temper or indulge in sarcasm, or are exceedingly strict or exacting.
- Raymond N. Hatch and Buford Steffire describe the role of the classroom teacher in providing a healthy classroom environment that would complement the adjustment process of each pupil as under:

1. Provides a classroom climate that permits young people to feel free to express themselves and to put forth their best efforts as individuals and as members of groups.
2. Develops a youngster's self-respect and self-esteem by compliments for work well done, a smile or a word of recognition.
3. Has an appreciation that deviation from acceptable behaviour is caused due to factors that stem from the school, the home and his community.
4. Recognises that a student who "causes no trouble", may be experiencing serious emotional conflicts.
5. Recognises that chronic behaviour cases may be sent to specialists for diagnosis and treatment.
6. Accepts that every pupil is different, and because he is different, he will achieve in keeping with his needs.
7. Develops comprehensive cumulative records by collecting socio-metric information, autobiographies and similar information through classroom setting.
8. Practises good mental health.
9. Participates and contributes to the effectiveness of case conferences.

Role of the School in the Development of the Adolescents:

1. Transformation into Activity School: The secondary and the senior secondary school must be transformed into an "activity school" because activity has an irresistible appeal for every normal child and in his natural path to the goal knowledge and culture. The Secondary Education Commission 1952-53 observed, "We do not visualise that these schools will have dull, routine-ridden formal lessons in the class plus a number of independent unrelated extra-curricular activities which have no intrinsic relationship with them either in contents or methods. The entire programme of the school will be visualised as a unity and inspired by a psychologically congenial and stimulating approach; the so called 'work' being characterised by the feeling of joy and self-expression usually associated with play and hobbies and these having something of the meaningful and purpose which are normally considered a special feature of academic work. Thus by planning a coherent programme of these different activities rich stimuli, the school will not be frittering away either the time or the energy of the pupils but will be heightening their intellectual powers also side by side while training them in other fine qualities."

2. Training in the Art of Living Together: Again the Commission said, "We do not visualise the school as merely a place of formal learning, whose main concern is to communicate a certain prescribed quantum of knowledge but rather as a living and organic community which is primarily interested in training its pupils in what we have called the gracious "art of living".

3. Development of Child's Entire Personality: "We would like the school to see if it can provide a richly varied pattern of activities to cater to the development of its children's entire personality. It has to formulate a scheme of hobbies, occupations and projects that will appeal to draw out the powers of children of varying temperaments and aptitudes."

4. Provision of a Stimulating Environment: The primary concern of the school should be to provide for its pupils a rich, pleasant and stimulating environment which will evoke their manifold interests and make life a matter of joyful experience.

5. Opportunities for the full development of the adolescents: In place of being subject-centred, the present school must be child-centred. Our approach is to be psychological and not logical. The school must aim at producing the highest type of personality possible. The personality of the adolescent is an indivisible whole and he is to be educated in body, mind and spirit. A progressive school will aim at providing opportunities to adolescents to develop all the three in co-ordination with one another so as to develop the whole personality.

6. Recognition of individual differences: Individual differences of the adolescents must be appreciated and opportunities provided to them for the growth of their talents in accordance with their capacities. It must be remembered that no two adolescents are alike in native endowment. A school should endeavour to provide for each individual adolescent suitable opportunities to use and develop his natural aptitude and inclination in the special course of studies chosen by him.

7. Responsibility for moral education: In the past, moral education was given by the church and family. In the modern time the school has been called upon to cater for moral education. An increasing importance is being given to character-building aspects in the schools.

8. Responsibility for vocational education: Apprenticeship system provided vocational education in ancient and medieval times. In ancient India vocation was on family basis, the son learnt the vocation by working with the father. In the present complicated economic society, nether of the system is helpful. It has, therefore, become necessary for the schools to impart vocational education to students.

9. Freedom for self-development: For the development of a creative mind, freedom for self-development and freedom for activity must be given in a school. "This freedom will not be the licence it is sometimes supposed to be. It will be the controlled freedom of an individual living in a community of which he is one part, and his fellow pupils and teachers are other parts. It will be a freedom from an exaggerated force or undue influence on the part of the teacher, a freedom for the particular pupil to use his particular talents and capabilities and to develop his personality along his own line, under the guidance of the teacher," Ryburn.

10. Development of a scientific attitude: The school should develop a spirit of scientific enquiry in the adolescents. Their ability to use information should be developed. They may be given training to apply information, to judge, to be able to see the consequences of courses of action, to bring an active forward looking intelligence to bear on a solution, and to think creatively.

11. School life closely connected with life outside: The school life should be closely related to the real life of the community so that the adolescents may be trained to grapple with the problems which they will meet in later life K.G. Saiyidain writes, "No school in the countryside can capture the loyalty or the imagination of the villagers, if it is divorced from the realities of their life and their main interests and preoccupation."

12. Value of Interdependence: We cannot escape from social relationships in real life. A school must provide situations in which the adolescents may be gradually led to understand the relationships in community, country and in the world at large.

13. Satisfaction of the urge for practical activity: Dr. Zakir Hussain observes, "The future Indian school will not perpetuate the stupid tyranny of requiring its boys and girls, bursting with active energy, to sit silent and sombre, brooding over books and swallow irrelevant, unwanted, unassimilated information, getting passively educated by others. The prevalence of a certain peculiarity, namely, urge for practical activity, makes this stage comparatively easy for the organiser of education and a fairly uniform type of school based on hand work can serve the needs of the vast majority of children."

Techniques of Adjustment:

1. Sublimation: Sublimation of innate drives, emotions and instincts is considered to be one of the most significant and socially acceptable techniques. This concept owes its

origin to **Freud**. In this technique an individual's inner urges are diverted to appropriate channels. Sublimation process has been described as, "*If an individual's conduct has met with interference it may be possible to resolve the resulting conflict by a substituted form of activity.*" For example, sex instinct can be sublimated by utilising this energy in games, sports and active outdoor life. In sublimation, control is put over the natural flow of drives, needs, instincts or impulses. The person develops insight and a rational attitude and thus sublimates his lower urges towards higher ends. "*When activities are raised from lower to higher level of integration and when there is harmony in the process the resulting behaviour is referred to as sublimated activity*".

Gregarious instinct in the adolescent is very predominant. This expresses the desire of the growing boys to behave socially. If no suitable opportunities are provided to them, they will form their own gangs. This grouping may be harmful to them and the society also. Their energies will be misdirected. Participation in suitable co-curricular activities like self-government, social service leagues, scouting, etc will be very conducive to sublimate the gregarious instinct.

2. Repression: White William defined repression as, "the forgetting or ejection from consciousness of memories of threat and especially the ejection from awareness of impulses in oneself that might have objectionable consequences." Repression implies denying oneself of some need-gratification with a view to escaping the pains of a frustrating situation. Repression may be defined as the unconscious process by which impulses or ideas which would be painful if their reasons were known are excluded from consciousness and direct motor expression. One gets temporary relief by pushing own the painful experiences into our unconscious mind. It is, however, clear that there is a limit to it. The flow of energy may be checked for sometime but excess of energy will burst out. The flow of water of a flowing river may be checked by building a dam over it but in case the dam is weak, it may collapse with the overflow of water. Similar is the case of our energy. Too much repression should always be avoided.

3. Regression: It is a process of going backward or retreating to the past. It is defined as "an unconscious back tracking" either in memory or behaviour, which might have been successful in the past". An adolescent who has been frustrated in fulfilling his needs, may cry like a child. An old man, by talking of the 'good olden days' shows the mechanism of regression. Regression is sometimes very helpful for the teachers when they talk of their old experiences. Regression in its extreme form may pose a serious threat to an individual.

4. Compensation: It is process of making up deficiency of one area or trait development in another. A student who does not show satisfactory results in the academic work may compensate this in excelling in co-curricular work like games. The father who wanted to be a doctor but failed, enjoys his son's success as a doctor. Compensation is generally of the following types:

- i. **Direct Compensation:** It is the process when an individual removes his specific weakness and frustration in the same field by unusual effort. The boy who is weak in English is compensating directly when he tries to become strong by hard labour in the same field. Demosthenes who had physical defect and was not able to speak effectively due to stuttering became great orator.
- ii. **Over Compensation:** It is the process when an individual moulds his outstanding weakness into an outstanding strength. Theodore Roosevelt, asthemic and often sick as child, became a rough rider and a lion hunter in his later life.
- iii. **Substitute Compensation:** When an individual finds himself weak in one area and sees no scope for improvement in that area, he attempts to become outstanding in another area. A weak student may compensate by becoming an outstanding athlete.
- iv. **Indirect Compensation:** Most of the compensation is indirect. A boy may steal things to compensate for being humiliated by his parents. A weak student who is poor in academic achievement may compensate in games. The most common form of indirect compensation is sought by parents through their children. The father who wanted to be an engineer but failed, enjoys his son's success as an engineer. This compensatory mechanism used by parents, sometimes, pushes children into unsuitable programmes.
- v. **Neurotic Compensation:** This process is used by an individual when normal compensatory mechanism fails. The mentally weak student attempts to get first division but his ability is not equal to it. He fails in his attempt again and again. He develops neurotic compensation, he falls ill and develops symptoms, stays at home and becomes the centre of attention of the members of his family.

5. Identification: Hero worshipping by an individual is a sort of identification where an individual identifies himself with a popular hero or an actor. It is a process which may operate outside and beyond conscious awareness. In identification, an individual seeks satisfaction in associating himself in some way with the success of others.

6. Displacement: An individual does something as a substitute for something else. An example of displacement may be found in the behaviour of a student who is rebuked by his teacher, and when back home, he rebukes his younger brother or sister who in turn punishes the doll by throwing it away.

7. Rationalisation: In this defence mechanism, an individual tries to justify his failure by giving some excuses. A student makes use of rationalisation when he tries to blame his teacher for the hard paper or 'out of course' questions. He tries to disguise his weakness. A typical example is *grapes are sour*. This mechanism is usually resorted to by those who are more adept in verbal facility. This mechanism leads to self-delusion.

8. Projection: In this mechanism, an individual puts the blame of his own failure upon the shoulders of others or upon unfavourable factors in his environment. A student who is late in coming to school excuses himself by saying that the bus was late or running slow. The fact may be that he started late for school from his home. A player making a false stroke, projects his failure to something wrong with the racket. This mechanism should not be used too often.

9. Withdrawal: In this mechanism, an individual tends to withdraw himself from the situation that causes failure or frustration. By doing so, he makes himself safe by running away from difficult situations may make an individual timid and weak in facing real life situations.

10. Sympathism: an example will explain this mechanism. A student who is not working hard may evoke the sympathy of his colleagues by telling them that he remains busy in attending to his father who is seriously ill. Such individuals tend to magnify their difficulties and try to evoke sympathy of others.

11. Day-dreaming: While indulging in day-dreaming, the individual usually imagines about pleasant events. The imagining of unpleasant events is an exception. A limited amount of such fantasy serves as a constructive defence mechanism.

There is a popular saying "Excess of everything is bad". Similar is the case with the application of defence mechanisms. They should be used within limits.

EXERCISES:**A. Give very short answers:**

1. What is emotional development?
2. What is personality?
3. What is self esteem?
4. Mention one good effect of emotions.
5. Mention one problem of adjustment of adolescents.

B. Write true or false

1. Emotional expressions of adolescents are abstract in nature.
2. Boys and girls are self-centred during adolescence.
3. Fear is a negative emotion.
4. Inadequate curriculum of school create hamper in adjustment of adolescents.

C. Fill in the blanks:

1. Emotional development reaches its maximum during _____.
2. The word 'Persona' is a _____ word.
3. One key area of personality development during adolescence is _____.
4. Proper emotional development leads to the adolescents emotional _____.
5. One personal factor of adjustment is _____ attitude.

D. Write short answers:

1. Write two characteristics of emotional development of adolescents.
2. What is fellow feeling?
3. Write shortly about the bad effects of emotions.
4. Write two characteristics of personality development.
5. Write to characteristics of well-adjusted persona

E. Write Essay types answers:

1. Explain about emotional development during adolescence period.
 2. Write about some common emotions of adolescents. Explain the important ways for their emotional development.
 3. Discuss the personality development during adolescence. Explain the role teachers in this regard.
 4. Write about the problems of adjustment. How can these problems be checked?
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**UNIT-5****Delinquency**

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

Introduction:

In modern civilised countries a criminal is not looked upon as a sinner or a bad person, but rather as a mentally diseased individual or one who has been victimised by circumstances. There was a time when even small children were severely punished if they committed some crime. But as psychologists proceeded to draw the attention of the civilised world to the causes of juvenile delinquency, the tradition of punishing children lost favour, to be replaced by efforts at improving and rehabilitating them. Now-a-days, in every nation efforts are made to correct the juvenile delinquent rather than to punish him. To take the deviant once again as a healthy and responsible citizen of society, efforts are made through reformatory schools, probation and other measures.

Meaning of Delinquency:

Following definitions provide valuable insight to the concept of juvenile delinquency:

- **Burt, C:** "A child is to be regarded as technically delinquent when his anti-social tendencies appear so grave that he becomes or ought to become the subject of official action."

- **Hadfield:** "Delinquency may be defined as anti-social behaviour. It is primary a term of social application: it is a failure in social adaptation."
- **Herbert Quay:** "The delinquent then would be a person whose misbehaviour is relatively serious legal offence, which is inappropriate to this level of development, is not committed as a result of extremely low intellect . . . and is alien to the culture in which he has been reared."
- **Johnson and Szurck:** "Delinquency as holes in super ego."
- **Howrer:** "Delinquency as moral deficiency."
- **Richard A. Cloward:** The delinquent act is behaviour that violates norms of the society, and when officially known, it evokes a judgement by agents of criminal justice that such norms have been violated."
- **Travis Hirchi:** "Delinquency is defined by acts, the detection of which is thought to result in punishment of the person committing them by agents of the larger society."
- **Valentine:** "Broadly speaking, the term delinquency refers to the breaking of some law."

From above it is concluded that delinquency has the following characteristics:

1. It is deviation from the accepted standards of the culture of a society or the laws of the land.
2. The deviation is detected.
3. The deviation results in punishment by the judges.

Nature and Characteristics of Delinquency:

Sheldon and Gluecks in their studies of delinquency found the following general characteristics:

1. **Attitudinal:** A delinquent is defiant, hostile, non-submissive to authority, resentful, suspicious and unconventional.
2. **Physical:** A delinquent is less methodical in approach.
3. **Psychological:** A delinquent is less methodical in approach.
4. **Social:** Lack of moral standard.
5. **Temperamental:** A delinquent is aggressive, destructive, energetic, extraverted, impulsive and restless.

Types of Delinquent Acts:

The type of acts, which come under delinquent acts, are difficult to list down because of cultural variations and socio-economic conditions of the country. No universally acceptable list of delinquent acts can be drawn. Below we will mention the common types of acts which may be termed as delinquent acts in our country.

1. **Acquisitive tendency:** The major percentage of delinquent acts of children have the immediate aim of satisfying acquisitive tendency. Stealing is the most common act which starts from family and if not detected and dealt adequately, is generalised to other situations in neighbourhood, schools and shops etc. Stealing releases tension and particular sexual tension in adolescents. They steal some object of sentimental value of their beloved as handkerchief, pen or ring etc. Sometimes stealing may be due to jealousy, hatred or aggression. Generally, in adolescence stealing is done by members of group who develop cohesion.
2. **Forgery:** Another delinquent act is forgery. Adolescents commit forgery of several types. They may forge the signatures of their parents on cheques and can draw money from the bank.
3. **Aggressive tendencies:** Many juvenile offences are due to aggressive tendencies in adolescents. The aggression give relief to the offender. Aggression may be against inanimate or animate objects of the environment. The mode of attack may be physical aggression or by less direct method of mental cruelty.
 - i. Damaging school property.
 - ii. Bullying and mockery.
 - iii. Torturing of dumb animals.
 - iv. Committing suicide.
4. **The sex delinquency:** Sex delinquency is at its peak in adolescence period. Adolescents indulge in all types of sex delinquencies.
 - i. Homo-sexuality.
 - ii. Hetero-sexuality.
 - iii. Corrupting by talks.
 - iv. Obscene drawings and writings.
 - v. Prostitution.
 - vi. Abducting and raping.
 - vii. Exhibitionism.
 - viii. Making sexual suggestions.
 - ix. Masturbation.
5. **Tendency to escape:** This tendency indicates the inability of the individual to face reality. He runs from the situation.
 - i. Truancy from school.
 - ii. Running from home.

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Causes of Delinquency (Biological, psychological and sociological):

1. **Hereditary Factors:** The early researches held heredity to be the main cause of delinquency. The claim of hereditarians like Henry, Maudsley, Tredgold and Dugdale that delinquency is inherited was tested by William Healey, Cyril Burt, Conrad and Jones, Wingfield and Sandiford. They concluded that delinquency is not inherited and, therefore, it is wrong to blame heredity for delinquent behaviour.
2. **Constitutional or physiological factors:** A defective constitution or glandular systems were also thought to be the causes of delinquent behaviour. Udai Shankar (1958) observes: *"Poor health, too short or too big status of some deformity which gives rise to feelings of inferiority, disposes one to more aggression, as a compensatory reaction for his inadequacies. This observation seems to be well-founded but it is not so far. It may, however, be taken to be on of the causes of delinquent behaviour."*
3. **Intelligence factor:** While earlier writers like Lombroso and Goddard emphasise that the most important cause of delinquency and crime is low grade mentality. Burt, Healey, Bronner, Merrill and others deny that delinquents are mentally retarded. In fact, a direct causal relationship between lack of intelligence and delinquency is doubtful. High intelligence is no guarantee of good behaviour. Often, persons with superior intelligence have been found to be the leaders of notorious gangs,
4. **Environmental and Social Factors:** Environmental factors which are responsible for delinquent acts will be studied under the sub-heads: (i) Ecological factor, (ii) Home, (iii) School and (iv) Society
 - i. **Ecology and delinquency:** Ecology means the effect of physical surroundings and climate on the growth and development of the organism. Burgess and Park in 1920 applied the ecological approach to the study of human community in Chicago University. They studied the social phenomena in Chicago city and related delinquency to the growth of the city.

The second important ecological study was conducted by Abbotts and his friends. They concluded on the basis of their survey that:

- a. Delinquents come from highly and densely populated areas and specially, from congested wards of the city.
- b. High percentage of delinquents come from manufacturing, commercial plants and highly industrialised parts of the city.

The third study was conducted by Clifford, R. Shaw on geographical areas and distribution of delinquency. His findings are summarised as follows:

- a. Nearer a given locality is to the centre of the city, higher will be its rate of delinquency.
- b. The high rate of delinquency is in the industrial areas of the city.
- c. Slum areas of the city breed highest percentage of delinquents.

ii. **Home and delinquency:** The child is born in a definite family setup. The home environment is important in developing the personality of child. There is a face to face interaction in the family which determines the character and personality make-up of the child. There is a face to face interaction in the family which determines the character and personality make-up of the child. There are some types of homes and family relationship which contribute to delinquency in children.

a. **Broken home:** All studies of delinquency prove that highest percentage of delinquents come from broken homes. There is close connection between broken home and delinquency as reported from court cases of delinquents.

i. **Marital adjustment:** If there is a quarrel between parents and there is no cooperation; this affects the mental health of the child.

ii. **Employed mother and father:** If the parents are in service and child is left in the care of servant. The servants, in most cases are responsible for initiating young children to delinquent acts at very early stage. It has been proved that if the mother works out, the child cannot receive mother's attention and affection which he needs. Gluecks worked on the problem of working mother and delinquency.

They concluded that mothers working outside home are less effective with their children. The mothers of delinquents may represent a different breed, a group of women who wish to avoid their responsibilities of house work and child rearing. These working mothers have no direct control over their children.

b. **Poverty:** Poverty is the mother of all the evils in the world. Poverty has been another explanation of delinquency. Due to poverty parents cannot fulfil the legitimate needs of their children. But is not necessary that all delinquents come from poor homes. It is the administrative process which is in favour of rich people of the society. If a rich man's son commits some delinquent acts, he can avoid the legal procedure against him whereas a poor man's son is immediately caught.

Further it has been, generally, noted that in well-to do neighbourhood there are few police men to apprehend young people, who may be engaged in antisocial behaviour.

Several attempts have been made by psychologists to elucidate the relationship between socio-economic conditions and delinquency. Studies

proved that higher percentage of delinquents come from lower strata of socio-economic condition. Recent researches prove that such behaviour may be more evenly distributed in the various socio-economic strata than official records show the distribution.

Porterfield found that college students committed many more delinquent acts than commonly known and that these delinquent acts were as serious as those which brought other young people less fortunate economically into court. Shorts' research on criminal behaviour on selected groups likewise bears testimony to the fact that delinquent and criminal behaviour, by no means, limited to the lower socio-economic group but studies confirm that a disproportionate number of the official delinquent come from the lower socio-economic group.

- c. *Disability of parents*: If parents, both or one of them are physically or mentally disabled, they cannot exercise control over their children, and they cannot exercise control over their children, and there is every possibility of children being engaged in delinquent.
- d. *Defective discipline*: If parents have no criteria of good discipline, sometimes they are too strict and sometimes too lenient. such type of discipline creates mental conflicts in the mind of the child. If the parents quarrel, drink or criticise each other in presence of children, these acts will have bad effects on children.
- e. *Lack of affection*: If parents give partial treatment to their children do not feel secure.
- f. *Partiality of Parents*: If parents give partial treatment to their children, the children may develop antisocial feelings.
- g. *Unvocalised tension*: Sometimes in joint families there is unvocalised tension among the members. This condition of tension does not give emotional satisfaction to the child. The child, in order to get emotional satisfaction outside the home, seeks friendship which sometimes is established with undesirable element.
- h. *Lack of recreation in home*: If the home does not provide recreational activities to the child keeping into consideration his development and interest, the child may use different means to release his pent up feelings.
- i. *Lack of moral code*: One of the most important factors which contributes to delinquency is the moral code of the family. If the moral code of the family is good, then the child even if he comes from lower socio-economic strata, will never commit delinquent acts and if the moral code of the family is not good,

then even if the child comes from high strata of the society, there is possibility that he may engage in delinquent acts.

- j. *Crowded home*: In big cities, generally, homes are crowded with parents and their children. The accommodation is sometimes a single room. In such type of crowded homes, children come to know about sex at very early stage.
- k. *Company of servants*: In big cities and particularly in higher strata of society, children remain in the company of servants who familiarised children with delinquent acts of different types.

iii. **School and Delinquency**: School is an important institution after home which is responsible for training children for shouldering the responsibility of future life. The school of today has become even more important with additional responsibilities which were formerly the exclusive province of home. More and more kindergarten and nursery schools are being opened to educate children right from the age of 2 years. Home and schools are being opened to educate children right from the age of 2 years. Home and schools are being opened to educate children right from the age of 2 years. Parents criticize that the school blame each other for delinquent behaviour of children. Teachers on the other hand blame parents school does not discipline children properly. Teachers on the other hand blame parents that they do not train their children in fundamental social etiquettes. The following factors in school may lead to delinquency in children.

- a. *Location*: If the school is located far off the city or in industrial area near movies, undesirable markets then children may be tempted to engaged in delinquent acts. In big cities, children go out at 9 a.m. and return at 5 pm. There is no check on the activities of this period.
- b. *Lack of discipline*: If there is no discipline or the discipline is too strict, the children may become delinquent.
- c. *Emotional climate*: The emotional climate of the school has great influence on the behaviour of children. If the climate is conducive there will be no problem. If teachers quarrel among themselves or with the administrator, and students are associated in the politics of leg-pulling, the climate of school becomes tensus. The percentage of delinquency increases in such schools.
- d. *Partiality*: Sometimes teachers have their pets and they give them undue advantages. Their behaviour and treatment with children of the class is unfair and partial. This attitude, on the part of the teachers, creates hatred against the teacher and the pets. The children make groups. They quarrel with pets. Sometimes these quarrels results in permanent grouping among children.

- e. **Lack of facilities like games and library:** Games are important to release the pent up feelings of the day. In class students generally remain passive listeners. This passivity creates emotional stress which may be released in games. Schools which do not have these facilities, create more delinquents than schools which have these facilities.
- f. **Lack of Co-curricular activities and moral education:** Like drama, debates, scouting and educational excursion for students, the greatest need of the time is to introduce moral education in our schools. We fail to develop moral values in our young adolescents.
- g. **Caste system:** It is really very shameful that many institutions in the country are still being run on caste basis. In such institutions, there are always quarrels among the students and the teachers.
- h. **Lack of Guidance:** The schools which do not provide personal, educational and vocational guidance to children produce higher percentage of delinquents. Adolescence is the period when boys and girls are overwhelmed by new roles and developments.
- i. **Lack of Understanding needs:** If the school authorities do not pay adequate attention to the needs of children at different age levels in organizing academic as well as co-curricular activities, the children will be frustrated and their frustration will be manifested in anti-social activities.
- j. **Defective curriculum and examination system:** The defective school curriculum is also one of the contributory factors of delinquency. The needs of children are not met. The present examination system based on bookish knowledge is also responsible.
- k. **Society and delinquency:** Social environment also plays an important role in delinquency. The following factors may contribute to delinquency:
 - i. **Favouritism:** When there is preferred treatment to a community or class, the youth of other classes revolt against this favouritism.
 - ii. **Class Conflict:** Indian society is full of classes and sub-classes. There are conflicts between classes from generations.
 - iii. **Tension in time of war, partition and other natural calamity:** In the war time, earthquake, flood and other natural calamities the percentage of delinquency rise very high.

Role of School, Family and Society in Preventing Delinquency

It may be stressed that a delinquent act is the outcome of a tendency of satisfying a thwarted or checked motive. So the best way of preventing such acts is to satisfy the needs of the children in respect of their social, economic and hygienic conditions. Our attention should be given to the betterment of their environments. Ethical training should be given from the very beginning. Adaptability, altruism and harmony should be emphasised constantly. The social influence is the best way to give the child direct teaching in practical morality. Morality cannot be taught but it is caught. So, much emphasis should be laid to present examples of good moral behaviour rather than precepts should also be educated to appreciate the value of these principles.

Role of the Parents:

This implies:

1. Understanding their children – emotions, urges and mental traits.
2. Providing children with necessary requirements and facilities.
3. Creating healthy environment – emotional, physical and social.
4. Developing proper discipline.
5. Setting good examples.
6. Contacting school from time to time.

Responsibilities of the Society:

1. Strengthening cultural and religious institutions, youth-serving agencies, educative agencies like libraries, recreative agencies like public tournaments, clubs etc.
2. Helping the youth-serving organisations like Bharat Scouts and Guides etc.
3. Eliminating evil influences in the society like gambling, drinking, robbery, pick-pocketing, prostitution, begging, production of sexual pictures, sex-appealing advertisements, slums, unemployment and poverty.
4. Opening and strengthening reformatory agencies like Juvenile Courts, Police Service, Anathalayas, Mental Hospitals, Guidance Clinics, Bal Niketan children's homes, District jails. Juvenile police should be instituted to patrol areas infested with delinquents.

Role of the School and Teachers:

- a. **Preventive Measures by the Teachers:**
 - i. Reforming techniques of teaching.
 - ii. Sympathetic attitude.

- iii. Organising creative and constructive activities.
- iv. Constructive discipline
- v. Guidance and Counselling.
- b. **Diagnosis:**
 - i. Medical examination of the delinquent, nothing physical disabilities if any.
 - ii. Administering mental tests, discovering I.Q. character traits and personality traits.
 - iii. Administering achievement tests and finding the scholastic level, educational attainment and failure.
 - iv. Preparing case history, collecting data about the family and community life, about the school life of the child.
 - v. Examination by the psychiatrist, who will interview the child, engage him into playful activities, administer C.A.T. or T.A.T. tests. The psychiatrist will take him into confidence and elicit from him his problems and their sources.
 - vi. Interpretation of data. This will be done in a special meeting of the psychologist, psychiatrist and the social worker (who gets data about the family and community).

Remedial Measures:

1. The class room and school environment should be purged of all the deficiencies and should be made stimulating.
2. The teacher's attitude must be sympathetic. He should appreciate the difficulties and help the delinquent to overcome those. He should develop wholesome human relationship.
3. Guided group activities must be started, like group play, group games, scouting, social services, group therapy etc. this will strengthen their ego and super ego.
4. Special classes must be started for the low achievers.
5. Crafts or skills have been found useful in engaging the less developed mind to proper action.
6. The teachers should take the help of clinical services in understanding the specific problems.
7. The parents should be educated and they should be appraised of the activities of the child. The parent's attitude must be changed and if the father is made to understand the nature and cause of the boy's trouble; further dangers can be averted.
8. The change in the environment also helps certain cases. Children can be removed from bad homes and put in foster homes, from bad schools and admitted into reputed schools.
9. The impulses and emotions of children must be sublimated. Instead of advising them, they should be engaged in activities.

10. Punishments, corporal or otherwise, should not be taken recourse to, as these only create reaction and revolt in the mind of delinquents.
11. Proper supervision should be done regarding the gangs and their activities in the school and community. Gang-information leads to unsocial behaviour. On the other hand, self government should be started in the schools so that their energies are redirected to proper course.
12. Moral and religious teaching in the schools can go a long way in strengthening the super ego of the children. Noble sentiments should be developed.

Prevention and Control of Drug Addiction:

Drug addiction is not a law and order problem as is imagined in certain circles. It is predominantly a social and psychological problem. Addicts should be distinguished from criminals who supply them with drugs and live off their misery. The irony of addicts is that they depend on drugs to the extent of pathological craving so powerful that they try and manage to get the drug regardless of legal or other obstacles. The following measures prove fruitful in the treatment of drug addicts.

1. Compulsory hospitalisation: Compulsory institutionalisation and hospitalisation is a major step in the treatment of drug addicts. If the doctor waits until the patient voluntarily seeks effective treatment, he may well wait until the patient dies. Drug addicts do not want treatment, they want drugs and in their surroundings and environment they can't be deprived of drugs. The admission in hospitals may be able to cover the following major risks:

- i. Rejection by family and society, that can neither understand nor manage the patient, makes the patient depressed. This situation worsens when drugs are not available during the withdrawal phase.
- ii. The tendency to go on to harder drugs or mixed drugs to get the desired effect may lead to disaster.
- iii. There is a risk of killing himself by the patient on account of an accidental overdose or committing suicide when profoundly depressed or a misadventure under the intoxicating effects of drugs.
- iv. There is a danger of infection or other complications when the drug is injected in the body by the individual.

2. Deintoxicating or drying-out the patient: Attempts should be made to deintoxicate or dry out the patient. It may be achieved through (i) the 'cold turkey' procedure, that is, sudden total discontinuation of drugs; (ii) giving the patient progressively diminishing doses of drug leading towards complete cessation; (iii) substituting a less addictive drug and later seeking gradual reduction of intake.

3. **Medical Measures:** With some patients, specially psychotic addicts, ECT or tranquilizing drugs may prove quite helpful. Adequate care is to be taken for the provision of antibiotics as there is an inherent danger of possible infection. The withdrawal reactions should also be controlled as they lead to physical or mental disaster. Adequate dietary measures in the form of glucose and vitamins are to be ascertained for compensating the drug deficiency and also adequate feeding and fluids should be ensured.

4. **Psychological treatment:** Psychological treatment of drug addicts needs patience and time. Long range psychotherapy and sociotherapy is essential if the patient is to learn to face his problems and seek adjustment in the society without the use of the drug.

5. **Long-term therapy and rehabilitation:** The long-term therapy is also essential. It may be achieved as follows:

- i. **Re-personalisation:** The drug addicts should be helped to form a proper relationship with therapists, doctors and nurses before they can re-establish any personal identity.
- ii. **Specific therapy:** Withdrawal reactions and complications should be well guarded against with the help of specific drugs. For example, epileptics may need anti-convulsants or schizophrenics may need phenothiazines.
- iii. **Re-socialisation:** The drug addicts must learn to socialise and adjust without the aid of drugs.
- iv. **Re-occupation:** Once cured, the drug addicts should be helped in seeking employment and occupational adjustment. They need to be trained in the job skill and in persistence so that they may be accepted by their employers.
- v. **Re-housing:** They should be helped in getting adequate family adjustment and re-establish themselves by learning to accommodate and fend for themselves.

The duration and extent of long-term therapy depends upon the patient's potential and the original level of maturity which the patient has reached. If adequately cared through therapy and rehabilitation, the patient should be able to lead a full life and to develop his potential abilities.

Prevention:

The primary task in the prevention involves educating the public about the causes and consequences of drug addiction. There is a need of restructuring of unhealthy environment and reduction in the problems leading to frustrations, tensions and anxieties among the youth. Job opportunities have to be increased and the education system reshaped to include job-oriented and employment-based courses. The energies of students and youth should be channelized into constructive and creative projects like rural reconstruction, welfare of the society and nation and helping the needy and the poor. This will give then a sense of purpose,

an opportunity for adventure and new experiences which they seek by taking drugs. In outlining measures to prevent and control drug addiction the report of a committee headed by Dr. C. Gopalan, Director-General, Indian Council of Medical Research, has enunciated the following five basic points for this purpose:

- i. Society can never be free of drugs, the reason being that drugs have specific individual and social purposes and as long as they are not met by other healthier means, drug use or abuse will continue to exist.
- ii. Efforts should be made to reduce the drug evil to the minimum by attacking it at various points, all along the line instead of concentrating the significant efforts at one point.
- iii. Drug abuse, which is a term of deviance, cannot be treated in isolation from other forms of deviance and an attempt at creating any special machinery for the control of the abuse will be counter-productive.
- iv. One should not lose one's perspective and create gigantic and costly structures to deal with the drug problems whose significance is limited in comparison with several other problems facing the country.
- v. all the drugs form a continuum and any over zealous effort to control one drug may lead to an increase in the use another drug.

At present there are several central ministries in India each dealing with a particular aspect of drug addiction. For controlling lack of co-ordination and bringing efficiency the committee has given the following suggestions:

There should be an integrated machinery like national advisory board with the health minister as its chairman, and comprising representatives of all other ministries and professional organisations concerned with the problem. It will help in the formulation of a comprehensive and balanced policy to prevent and control drug abuse.

The committee suggested legislation and a single central law instead of many laws dealing with the problem resulting from the dependence-producing drugs. The severity of control and regulation should depend upon the extent to which the drug finds use in medical practice, its potential for abuse, and the gravity of the consequences. On this basis it has been suggested that hallucinogens like LSD, heroin, hashish and charas should be prohibited since these are harmful and have no medicinal value.

The committee wants deterrent penal provisions against the smuggling of and trade in drugs on the lines of other leading countries like Japan, U.S.A. and Singapore. Whereas addicts should be regarded with sympathy as sick persons and should be permitted, under certain conditions, to possess specified drugs in specific quantities, the traffickers should be dealt with family.

EXERCISES:**A. Give very short answers:**

1. What is juvenile delinquency?
2. "Delinquency as moral deficiency" Who said this?
3. Write any one type of delinquent act.
4. What is drug addiction?
5. Drug addiction is a form of juvenile delinquency. (Write true or false).
6. _____ in 1920 applied the ecological approach to the study of human community in Chicago University.

B. Give Short Answers:

1. Define delinquency.
2. Write two factors that leads to delinquency in children in schools.
3. Write two measures that can prevent juvenile delinquency at home.
4. Write about the hereditary factors that causes delinquency.
5. Write about the ecology and delinquency as stated by Abbotts and his friends.

C. Essay type questions:

1. What is delinquency? Write about the characteristics of delinquency.
2. "Delinquents are not born" Discuss this statement.
3. What is juvenile delinquency? State its causes and remedies.
4. Write about the role of school, family and society in preventing delinquency.
5. Write about the prevention and control of Drug Addiction.

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