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DEVELOPMENTAL PSYCHOLOGY



Contents:

**BLOCK-I : DEVELOPMENTAL PSYCHOLOGY, GROWTH
AND DEVELOPMENT**

BLOCK- II : INFANCY AND CHILDHOOD

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Block : I
**Developmental Psychology, Growth and
Development**

Unit 1 : Meaning, Nature and Scope of Development

Unit 2 : Concept and the General Principles Growth and
Development

Unit 3 : Pre-Natal Development

UNIT: 1

DEVELOPMENTAL PSYCHOLOGY

Unit Structure:

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Meaning of Developmental Psychology
- 1.4 Nature of Developmental Psychology
- 1.5 Scope of Developmental Psychology
- 1.6 Objectives of Developmental Psychology
- 1.7 Need of Developmental Psychology
- 1.8 Importance of Developmental Psychology
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- 1.10 Questions and Exercises
- 1.11 Reference and Suggested Readings

1.1 Introduction

Developmental psychology is an important and emerging branch of psychology. It studies the patterns of growth, development and its changes throughout the life. The patterns of growth, development and changes are closely related with the genetic as well as environmental factors and direct a person's development. The developmental psychologists study the influences of biologically predetermined patterns of behaviour and the role of environment to develop a person's full potential. They study the interaction between genetically acquired behaviour and environmental factors. The study includes how the genetic background affects a person's behaviour throughout the life and how the potential of the individual can be developed with the help of environmental factors. So it studies the Nature Nurture issue in the context of growth and development of a person.

1.2 Objectives

After going through this unit you will be able to-

- *explain* the meaning and concept of developmental psychology,
- *know* the nature of developmental psychology,
- *discuss* the scope of developmental psychology,
- *identify* the objectives of developmental psychology,
- *realize* the need and importance of developmental psychology.

1.3 Meaning of Developmental Psychology

Developmental psychology is an important and emerging branch of psychology. It explores different aspects of development from childhood to adulthood and finally from old age to death. It covers the physical and perceptual development after birth, rapid growth during early stages of life, social, moral, emotional and cognitive development during childhood. It also covers the way children think about the world and changes over time.

The heredity (nature) and the environment (nurture) play an important role in the development of behaviour. There are lots of theories relating to the heredity and environment. Developmental psychologists consider two types of research on the issue of nature and nurture. One is cross sectional research and the other is longitudinal research (Cohen Reese 1991, 1994). In cross-sectional research people of different ages are compared to obtain information about differences in development between different age groups. But in longitudinal research the behaviours of one or more subjects are obtained at different ages and study the change in intellectual ability over time. For example test to a group of people at 20 years old, 45 years old and then at 65 years old is an example of longitudinal

research. But in cross sectional research IQ tests are performed to a sample of 25 years old, 45 years old and 65 years old.

Certain characteristics such as physical (height, weight obesity, age of death), intellectual (memory, cognitive abilities, language and emotional characteristics (shyness, emotionality, anxiety, alcoholism etc.) are most affected by heredity. Environmental factors enhance the potential capabilities of an individual.

The developmental psychology is mainly concerns with the day to day patterns of behaviour and changes in behaviour during the life span. Today the developmental psychologists agree that both nature and nurture interact to produce some specific developmental patterns and outcomes. So development is a joint function of environmental factors and inherited genetic makeup. However, the debate over the relative influence of heredity and environmental factors is still going on. Hence different approaches and theories have been developed emphasizing heredity or environment to a greater or lesser degree. Einstein reached his genetic potential through schooling and intellectual stimulation.

1.4 Nature of Developmental Psychology

Developmental Psychology is wider than Child Psychology

Developmental Psychology studies the various aspects of human development. It is sometimes mistaken as child psychology. In fact, Child Psychology comes within the scope of Developmental Psychology. The scope, aims and approaches of Developmental Psychology are much wider than those of Child Psychology. Developmental psychology undertakes to study the development of physical, mental, emotional, social and other capacities of man from the moment of conception in the mother's womb to death.

It's Nature Inclusive of Factors that Lead to both Growth and Decline

The life of an individual starts from the very moment of conception in the mother's womb. The birth of the individual is a natural event of life. It (the birth) enables him to come out of the internal environment of the mother's womb and be in communion with the external environment wherein he has to promote his growth. This growth is continued till death and it has to undergo several changes of all types-physical, mental, emotional, social etc. The successive changes that occur from time to time in these types are known as development. The changes that happen during early years are different from those in later years. These changes are due to internal growth. The internal growth gradually leads to maturity. In the process of growth there comes a time when a decline sets in. Thus in the life of an individual there are two extremes, the starting point from the pre-natal period and the end. Developmental Psychology studies the life of man within these two extremities, that is, from the pre-natal existence to the decline period of life which ends in death. Thus the study of factors that lead to conception, birth and growth and those which cause decline come within the scope of Developmental Psychology.

Child Psychology studies the various capacities of the child and its Developmental Psychology takes into consideration the trends of development. It looks at the past shape, the present position and the possible future form.

Stop to Consider

Developmental Psychology studies the various aspects of human development. It is sometimes mistaken as child psychology. In fact, Child Psychology comes within the scope of Developmental Psychology. The scope, aims and approaches of Developmental

Psychology are much wider than those of Child Psychology. Developmental psychology undertakes to study the development of physical, mental, emotional, social and other capacities of man from the moment of conception in the mother's womb to death.

1.5 Scope of Developmental Psychology

➤ The Study of Factors that Influence Growth

Developmental Psychology deals with all those factors which are in any way related to development of man from the pre-natal stage to end of life, that is, death. All those factors that influence the growth, such as, heredity, environment, maturation and learning come within the scope of Developmental Psychology. We have to admit that Developmental Psychology is a new branch of study and its scope is ever developing. Any factor relating to child life and his psychological problems come within the purview of Developmental Psychology.

➤ Physical and Mental Growth and Personality Problems

We may make two broad divisions of the child development-physical and mental within the physical division come the development of his various bodily organs and their activities and within the mental come such developments which relate to sensation, perception, imagination, thinking, memory, language, intelligence and problems concerning his character, personality and religion, moral and aesthetic developments etc. Besides, problems regarding his habits, interests and scholastic achievement are also associated with the child development. Developmental Psychology takes within its scope all these aspects and problems that are associated with the child development since its pre-natal period to its adolescence and later life. This means that within its purview come the forms of development during infancy, babyhood,

childhood, puberty, adolescence, adulthood and old age. Each of these stages has its own characteristics. The stages that cover adulthood and old age are beset with their own unique difficulties and problems. During the old age, the individual feels a decline in many of his capacities. Old persons, too, feel many problems of adjustment and in modern society the youths do not feel their necessity and consider them as a burden. As a result, the old people begin to feel some sort of indifference towards things within themselves. Developmental Psychology is interested in the study of problems of old people as well.

Check Your Progress

Q.1 The nature and the nurture play an important role in the development of behaviour. (True/False)

Q.2 Developmental psychology is not concerned with the day to day patterns of behaviour and changes in behaviour during the life span. (True/False)

Q.3 Child Psychology comes within the scope of Developmental Psychology. (True/False)

1.6 Objectives of Developmental Psychology

The following three major objectives of Developmental Psychology have been accepted:

1. To predict the behaviour,
2. To give the necessary guidance in order that the behaviour of the individual may be desirable, and
3. To devise measures for controlling the environment in order that the individual may affect his integrated growth while living in it.

Now, we shall understand these objectives.

1. To Predict the Behaviour

The growth of the child follows certain principles. On the basis of the same its physical, mental, emotional and social growth may be predicted. By observing the child's various types of behaviour and physical growth it may be possible to assess its future possibilities. Accordingly, its education may be planned. It may be noted that this kind of assessment may be possible only for normal children. As regards backward and very brilliant children, such an estimate of their future shape may be illusive.

2. To Give the Necessary Guidance

There are various types of guidance services. But in connection with children we may think of only two principal types-educational and vocational. In educational guidance the necessary help is given to the school children for enabling them to make the right choice as regards the subjects that they should offer in view of their scope and limitations. This is done when the choices have to be indicated in face of a number of optional subjects in the various courses of study. In vocational guidance the student is helped to choose his future vocation. A number of mental and personality tests are administered to ascertain the strong and weak points of students. His interests are ascertained through an interest inventory. His aptitude is also tested through various mechanical devices. Thus guidance has become a specialized science. Developmental Psychology takes the help of this discipline, because it is interested in giving the required guidance to children for their desirable growth.

3. To Devise Measures for Controlling the Environment

Environment plays an important role in the development of an individual. One of the principal objectives of developmental psychology is to ensure the maintenance of a healthy environment for the growth of children. Good habits, healthy interests and

various types of virtues may be inculcated in children by organising a good environment for them. It falls within the scope of Developmental Psychology to suggest ways and means for controlling the environment.

Stop to Consider

There are three major objectives of Developmental Psychology.

1. To predict the behaviour,
2. To give the necessary guidance.
3. To devise measures for controlling the environment.

1.7 Need of Developmental Psychology

The needs of developmental psychology are as follows:

- ✓ To give a direction towards growth and development of an individual.
- ✓ The knowledge of developmental psychology is necessary to study the different developmental aspects such as physiological development, emotional development, social development, moral development etc during childhood, adolescence period as well as in adulthood.
- ✓ The knowledge of developmental psychology is fundamental to study the personality development and personality disorders.
- ✓ It is necessary to study human behaviour and its change over time.

- ✓ It is necessary to unfold the relation between heredity and environment in the growth and development of an individual.
- ✓ Developmental psychology is necessary to develop fully one's potential capabilities.
- ✓ It is necessary since it studies the influence of home, school, peers, teachers and the society for overall development.
- ✓ Developmental psychology is necessary to explore human knowledge through cross sectional research and longitudinal research.

1.8 Importance of Developmental Psychology

The developmental psychology studies human behaviour and its changes over life span. So it is very important to study developmental psychology since it encompasses the following propositions.

- ❖ Developmental psychology studies human behaviour from birth to death.
- ❖ Developmental psychology deals with all kinds of problems for different categories of students.
- ❖ Developmental psychology provides guidance and counselling for proper development of children particularly in case of children of psychological disorder.
- ❖ It provides guidance to parents, teachers and other people dealing with the education of children and adolescents.
- ❖ It prevents delinquency and crimes among children or adolescents.

- ❖ It encompasses maladjustment and problem behaviour of children and adolescents.
- ❖ It helps an individual to see the world in a new perspective.
- ❖ It deals with heredity and environment in the study of behaviour and its change over time.

Self-Asking Questions

1. Explain the concept of the developmental psychology.

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2. Write the objectives of Developmental Psychology

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3. How developmental psychology is different from child psychology?

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4. Why is it important to study developmental psychology?

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1.9 Summing Up:

Developmental psychology is a branch of psychology which deals with the growth and development of an individual right from the infancy to death. Since development is a function of complex

interaction between heredity and environment, so the developmental psychologists study the roles of heredity and environment in the potential development of behaviours and changes of behaviours during the life span. The nature of developmental psychology is wider than child psychology. Child psychology comes within the scope of developmental psychology. In the life of an individual - two extremities - the starting point (since the pre-natal period) and decline, (till death). Developmental Psychology studies the developmental phenomena within these two extremities.

The scope of developmental psychology is very vast. The factors that influence life from the pre-natal stage to the decline of life come within the scope of developmental psychology. This is a new branch of study. Hence, its scope is ever-developing.

The Objectives of Developmental Psychology

1. To predict the behaviour.
2. To give the necessary guidance.
3. To devise measures for controlling the environment for the better adjustment of the individual.

The need of developmental psychology lies in the facts that it studies the influence of heredity and environment in developing one's behaviour, provide guidance to potential development through research and activities.

The importance of this branch of psychology is manifold. It helps in solving the educational problems of different categories of learners, sensitizes parents, teachers and others and to see the world in a new perspective. However, the developmental psychology is mainly concerned with growth and development. Therefore, in the next unit we shall see how it is concerned with growth and development.

1.10 Questions and Exercises:

1. Explain the concept of the developmental psychology. Discuss the nature and scope of Developmental Psychology.
2. What are the objectives of Developmental Psychology?
3. Illustrate the need and importance of studying developmental psychology.
4. Write short notes on the following topics:
 - a) Developmental psychology.
 - b) Scope of developmental psychology.
 - c) Importance of developmental psychology.
 - d) Role of heredity and environment on development.

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UNIT: 2

GROWTH AND DEVELOPMENT

Unit Structure:

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Meaning of Growth and Development
- 2.4 Relationship between Growth and Development
- 2.5 Differences between Growth and Development
- 2.6 Principles of Growth and Development
- 2.7 Dimensions of Development
- 2.8 Factors affecting Growth and Development
- 2.9 Summing up
- 2.10 Questions and Exercises
- 2.11 Reference and Suggested Readings

2.1 Introduction

We are human being. Being human being, we should be same, but as you notice that we are classified into some categories-like children, young men or women, adult people and the old one. Each category has its own significance and unique nature in terms of abilities, work and so many psycho-physical activities. The work that can be done by a young boy cannot be performed by the child or by the old man and vice-versa. Are a baby turned into a young boy just few years of his birth? The answer to this question is obviously –“No”. Change is natural as you all know it. Changes in the psycho-physical area of human being cannot be brought artificially. It must follow a natural process changes in human being are brought by the natural process of growth and development. As student of education, it is essential for you to acquaint with the knowledge of some key concept of developmental psychology,

which is a branch of general psychology. Growth and development are the key terms in developmental psychology. Let's discuss –

2.2 Objectives

After going through this unit, you will be able to–

- *understand* the meaning of growth and development,
- *differentiate* growth and development,
- *know* various principles of growth and development,
- *analyse* different dimensions of development,
- *identify* the factors that affect growth and development.

2.3 Meaning of Growth and Development

It has been already mentioned that growth and development are the two important concepts in the study of human development. The two terms-growth and development is often used interchangeably, because, both are interrelated and interdependent on each other. , i.e., no growth is possible without development and vice versa as far as an individual is concerned. Yet, in reality, they are different. Growth and development go side by side. Both have significant contribution in the development of personality of the individual. From the time of conception itself, the process of growth and development continues in an individual.

Meaning of Growth

Growth is an indicator of increase in bodily dimensions such as height and weight and it is generally confined to quantitative changes. Thus, it is a quantitative aspect. It is related to the measurement of changes that occurred in the individual after conception in the mother's womb. That means, the increasing of an organ or limbs of the body in size and weight is growth. It is an act

or process by which the body reaches its point of complete physical development. The concept of growth is referred to describe the physical changes that take place in particular aspects of body. The significant characteristic of growth is that, after a certain age, growth ceases. It does not continue throughout life, it stops with the attainment of maturity.

Definitions

In the words of **Crow and Crow**, growth refers to the structural and psychological changes and development.

According to **Hurlock**, “Growth is change in size, in proportion, disappearance of old features and acquisition of new ones”.

Arnold Gesell defines “Growth is a function of the organism rather than of the environment as such. The environment furnishes the foil and the milieu for the manifestation of development but these manifestations come from inner compulsion and are primarily organized by inherent inner mechanics and by an intrinsic physiology of development. The very plasticity of growth requires that there should be limiting and regulatory mechanisms. Growth is a process so, intricate and so sensitive that there must be powerful stabilizing factors, intrinsic rather than extrinsic which preserve the balance of the total pattern and direction of the growth trend. Maturation is in a sense a name for his regulatory mechanism.”

Stop to Consider

It is related to the measurement of changes that occurred in the individual after conception in the mother’s womb. That means, the increasing of an organ or limbs of the body in size and weight is growth.

Characteristics of Growth:

Some of the characteristics of growth will help you to grasp the idea about growth more clearly.

- Growth is related to quantitative change brought about in the body of an individual.
- Whatever changes take place in an individual is the result of heredity and environment both. Growth is related to hereditary or inherent factors while development is related to environmental or extrinsic factors.
- The process of growth starts from within the individual and does not come out till the end.
- Growth is external in nature.
- Growth has some limiting and regulatory mechanism.
- Growth is an intricate and sensitive process. So there must be some powerful stabilizing factors to control it. These factors are present within the body of the organism. These factors not only bring about balance in the total pattern but also give direction of the growth trend.
- The mechanism that regulates the process of growth is called maturation.
- The process of growth actually works as a base for the process of development. No development is possible without growth.
- Food and nutrition will affect growth and development both. If proper food is not available, genetic determinant will not be able to grow the body organs to the required level.

Self-Asking Question

Q.1: What is the significant characteristic of Growth?

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Meaning of Development

It is emerging and expanding of capacities of the individual to provide greater facility in functioning. This development is achieved through the process of growth. Development refers to interaction of a person with his environmental surroundings whose after products is to increase----- the strength, the degree of differentiation and the organization of personality.

It is a pattern of progressive, orderly and predictable changes in an individual since conception and continuous throughout life. It is a continuous process that takes place in an organism from womb to tomb.

Developments refer to those effects upon the person's cognitive and emotional systems which strengthen one or more abilities of the person in the desired manner. Thus, development is the qualitative changes in the organism. Environment has very important role to play in the process of development. Indeed, it is influenced by the interplay of biological, cognitive and socio-emotional processes.

Definitions

According to J.E Anderson, "Development is concerned with growth as well as those changes in behaviour which results from environmental situation".

According to Hurlock, “Development is a progressive series of changes that occurs in an orderly predictable pattern as a result of maturation and experience”.

In the word of Brekenridge.et.al, “Development is the emerging and expanding of capacities of the individual to provide progressively greater facility in functioning. The child increases in motor skills from his uncertain first steps to a high proficiency in skilled games at adolescence; from physiological instability to stability, from his first babbling in infancy to manipulation of language in abstract thinking; from confusion of self to inanimate objects to a clear realization of himself as a person; from the immature child to the man and women who is able to reproduce”

The summary of the definition given by Brekenridge.et.al e is that development is a process which enables individual to expand and enlarge his/her abilities and potentialities.

Stop to Consider

Development is the qualitative changes in the organism. It is a pattern of progressive, orderly and predictable changes in an individual since conception and continues throughout life

Characteristics of Development

The characteristics of development will help you to clarify the concept about development.

- Development implies both qualitative and quantitative changes in behaviour.
- It is a progressive and orderly series of changes in organism.
- It is a continuous process that takes place in each individual.

- It refers to expanding capacities of individual.
- For development, growth is required up to a certain age.
- It is product of maturation and learning. Development comes mainly from maturation.
- It happens as result of child's interaction with the environment. The different environmental influences children experience effect the pattern of their development.

Self-Asking Question

Q.2. What is development as defined by Hurlock?

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2.4 Relationship between Growth and Development

From the above discussion, you have come to know that growth and development are interrelated concepts and two integral parts of organism. Most of the developmental psychologists used these terms interchangeably because growth and development are interrelated and interdependent. The two processes go side by side. Therefore, the relationship between growth and development are intimate. Let's find out the relationship between the two-

- Development is a matter of fact that is achieved through growth.
- Growth and development are inseparable as they neither take place alone.

- For development, growth is required up to a certain period or age like e.g., for development of reasoning, child's central nervous system(brain) must grow, for development of language in a child, his/her vocal cord must grow and so on.
- Growth is essential to enable the individual to bear the strain caused by development.

Stop to Consider

The relationship between growth and development are intimate. Development is a matter of fact that is achieved through growth. Growth and development are inseparable as they neither take place alone.

Thus, you can find that growth and development are interrelated but they are not the same. There are some areas where the two can be differentiates. What are they?

Get your answer from the following-

2.5 Differences between Growth and Development

Growth	Development
1.Growth is indicative of increase in bodily dimension in size and weight.	1.Development is the overall changes in the organism
2.Growth refers to quantitative changes in behaviour.	2. Development refers to both quantitative and qualitative changes in behaviour.

3. Growth has duration. It ceases with the attainment of maturity.	3. Development is a continuous process. It doesn't stop at any particular stage.
4. Growth is observable like size of the body. It is concrete concept.	4. Development is not observable. It is abstract. It can be realized and felt.
5. Growth can directly be measured in terms of unit like inches, Kg etc.	5. Development cannot be measured directly. It is relative.
6. Growth is external.	6. Development is both external and internal.
7. The scope of growth is narrow as it takes place in an individual till a certain period.	7. Development is a never ending process as such its scope is very wide.
8. Growth is influenced by heredity and environment. Learning is not a condition for growth.	8. Besides heredity and environment, learning and maturation are condition for development.

Stop to Consider

Though growth and development are interrelated but they are not the same. Growth is quantitative but development is both quantitative as well as qualitative.

Self-Asking Question

Q.3: How growth is differentiated from development?

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2.6 Principles of Development

Till now, we have discussed on the growth and development and the relationship that exists between the two. Besides this, it is important for you to know the principles of development which will help to know how development takes place in individual. These principles are the rules followed by the process of development which leads to the formation of personality in an individual. Let's discuss the principles-

- **Development is a Product of Interaction**

Development is a Process which is the result of constant interchange of energy within the organism and his environment. Thus hereditary forces interact with environment forces and the process of development goes further.

- **Development follows an Orderly Sequence**

The rate of growth and development is different in different individuals depending upon a number of factors but it does follow an orderly sequence in all the individuals.

- **Development follows Certain Direction**

Development in individual takes place with certain directions. There are some directional trend followed by development-

- a) **Cephalo-caudal:** Development starts from head and proceed towards heel. This implies that an inborn baby's (foetus) head is well developed before the development his lower part like legs and after birth, head develops in advance of the lower parts of the body.
- b) **Proximodigital:** Development according to this direction starts from the centre line of the body to the outer part. For e.g,

a baby is able to reach a toy through the use of shoulders and elbows before using the fingers.

- c) **Locomotion:** Development occurs in all infants in a sequence. The sequence is creeping, crawling and walking. That means a child first creep and crawl before walking and jumping.

- **Development is a Continuous Process**

Development is a continuous process which begins from the time of conception in the womb of the mother and continues till death. But this process is not always smooth or gradual. Ups and downs are most of the time seen in every stage of development.

- **Development goes from Bilateral to Unilateral Trend**

Infants up to the age of 25 years use both of their hands with equal ease. Then they learn to use any of their hands preferably. Similarly, in the beginning of cycle learning we use both the hands to control it but when we become fully experts in cycle learning we can control the cycle single handedly. Thus, development is a process of specialization also.

- **Inter –relationship of different aspects of Development**

Different aspects of development are interdependent and interrelated. For example, child's social behaviour is interrelated with his physical development. If child is physically handicapped, his emotional development may also be slow with aggressive development in some emotions. Similarly, if social development of an individual is poor, his mental or physical development will also be slow.

- **Development is Individualized Process**

All individual develop in their own way depending on their genetic characteristics and the training received from the environment. Thus, each child has his own rate of physical, social, mental or emotional development.

- **Development is Positive and Negative Both**

Up to a certain period of human's life all the faculties of the individual develop but after that retardation starts specially after the age of 70. Physical and emotional retardation are seen during this age with zero social development. Mental development still continues but it too ultimately starts diminishing with the increase in age. Death is nothing but the collapse of all these processes of development.

- **Development is Cumulative**

Development is a cumulative process. Certain changes impress the observer and it looks as these changes are sudden but actually they are not sudden. They are the cumulative effort of all the changes in the individual.

- **Development Proceeds from General to Specific**

In all types of development we find the principle of mass differentiation and integration. At the time of birth, the world is like big blooming confusion for the child. Then by and by his behaviour are refined and become goal directed response.

- **Rate of Development differs with Gender**

There is slight difference in the process of development between boys and girls. Girls mature earlier than boys at least emotionally. Girls are taller and heavier than boys in pre adolescence period but by the end of this period boys surpass them.

Stop to Consider

There are some principles of development. These principles are the rules followed by the process of development which leads to the formation of personality in an individual. The fundamental principles of Development are-principle of individualized process, principle of directional trends, principle of continuity, principle of interrelationship among different aspects of development etc.

2.7 Dimensions of Growth and Development

As we have discussed that development is wider concept. It is a never ending process. It includes both internal and external changes in behaviour. This gives you idea about the dimensions of development. Let's know the fundamental dimensions of development-

1. Physical Development

It refers to strengthening of body and muscles with better proficiency and coordination of motor organs. If a person is able to do heavy work with ease, if he is able to do the task in lesser time, if he is able to do the task with accuracy and if he is able to do the task with neatness and beauty, then it is said that physical growth and development of the person is satisfactory.

2. Social Development

It refers to improvement and refinement of behaviour of an individual in social situations. If a person is stable in his behaviour even in adverse situations, if the behaviour of the person is fully acceptable to the society and if he is able to influence the society by his behaviour, then it is said that the social growth and development of the person is satisfactory.

3. Emotional Development

It refers to the accuracy of responses that an individual will exhibit under the influence of his emotions. These exhibited responses will be real as well. For example, if anger is not exhibited at the abuse given by any other person, it means that emotional development is not satisfactory. Expressing sorrow at losses but not so much sorrow as it is beyond control is emotional maturity. If a person gets angry at his insults but he fully controls his anger according to the situation, then it is said that his emotional development is satisfactory. Same is the case with other emotion also.

4. Intellectual Development

It refers to the ability to draw out conclusion from jumbled information's and to apply the inferences to real life situations in order to make the life happy and meaningful. If a person normally does what he is expected to do, if he is able to mould the situation in his own favor, if he is able to manipulate the situation against the other and if he is not backward in any way in mental operations, then it is said that his mental growth and development is satisfactory.

5. Language Development

Language is means of expressing, thinking and action. if we not been given this power, we would not have been able to interact with others and our social existence was not possible. Language may be verbal and non-verbal both. Human beings use both types of languages at a time to inform others about his thinking and behaviour and to be informed about their thinking and behaviour. Thus, Language development refers to the ability of a person to convince the people what he thinks right.

Stop to Consider

The important dimensions of development are-physical development, social development emotional development, intellectual development and language development.

Physical development refers to strengthening of body and muscles with better proficiency and coordination of motor organs.

Social development refers to improvement and refinement of behaviour of an individual in social situations.

Emotional development refers to emotional maturity.

Intellectual development refers to acquisition of abilities requiring complex mental actions.

Language development refers to the language proficiency.

2.8 Factors affecting Growth and Development

The ongoing discussion has helped you to realize the significance of growth and development as integral part of human life. Growth and development are natural and universal process but there are many factors that affect the process and dimensions of growth and development. Some of them affect mental or social growth and development and some factors affect all of them. Important such factors are given below-

1. Proper Diet

There is direct relationship between nutrition and physical growth. If diet is not taken according to the physical activities, physical growth will be retarded which will in turn affect the social, mental and emotional growth and development also.

2. Exercise

Physical exercise on regular basis will also improve physical growth and development. If a person is slow in his physical activities, his health might be worsened. The more an organ of the body is used, the more it will become strong.

3. Sanitation and Hygiene

A disease free body is likely to grow more freely. This is possible only when the people is following the norms of hygiene and live in a good sanitary condition. It will save the person from communicable diseases.

4. Genetic Factors

Genes play very important role in the process of growth and development. Nobody can surpass his genetic characteristics. If a person belongs to a race which is genetically short in height he cannot increase his height by taking nutritious food and doing exercises.

5. Recognition in the Society

If the individually of a person is recognized in the society and he is given full freedom to grow his potentialities, his physical as well as social growth and development will be maximum. An unnecessary restriction imposed on a person hampers the process of growth and development.

6. Sociability

Social relations also affect growth and development of a person. If a person is discarded by the society and people are biased against him, he will get less chance of socialization. As a result, his social horizon will be limited which will reduce his social learning. This will deteriorate the social growth and development. In that case the person will get less chance of exposure in the society. It will reduce

his physical development also. As far as language development is concerned, sociability is a must.

7. Training

Growth and Development is science in itself. If proper training on scientific lines is given to the individual, he is likely to grow and develop by leaps and bounds. Physical and health education serves this purpose.

8. Games and Sports

Games and sports are necessary for all types of growth and development. They release pent up feeling of the person on one hand and give more chance of physical activities on the other. They are an important source of recreation as well. All these things are very conducive to physical, social and emotional growth and development.

9. Protection

A person must feel secure in the society only then his growth and development will be natural and spontaneous. If an individual is living in a surcharged atmosphere and his life and property is always in danger, he will develop negative thinking. Negative attitude towards life and society is an enemy of growth and development in general.

10. Manipulation of the Environment

If a person is given full enhance to manipulate the environment, his thinking will expand. It will have a positive bearing on his mental and emotional development.

11. Free exchange of ideas

Language development takes place only when a person is exposed in the society. In such an environment free exchange of ideas takes place .It increase word power of a person.

12. Self Contentment

Human desires have no ends. If first desire of the wants is satisfied, another desire replaces the first, thus man always becomes slave of desires. It creates a tension in the mind of man. On the other, if a man is fully contented with what he has, he becomes tension free. It can improve his process of growth and development to a great extent.

Self-Asking Question

Q.4. What are the factors that affect human growth and development?

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2.9 Summing Up

Coming to the last part of this unit, it can be said that this unit tries to give you idea about different stages of human development. The unit also leaves scope for you in the coming unit to discuss various developmental characteristics of pre natal and neo-natal period.

Thus we can summarize the unit as-

- Growth is an indicator of increase in bodily dimensions such as height and weight and it is generally confined to quantitative changes.
- Developments refer to those effects upon the person's cognitive and emotional systems which strengthen one or more abilities of the person in the desired manner.

- According to Hurlock, “Development is a progressive series of changes that occurs in an orderly predictable pattern as a result of maturation and experience”.
- Development implies both qualitative and quantitative changes in behaviour. It is a progressive and orderly series of changes in organism.
- Growth and development are interrelated and interdependent. The two processes go side by side. Thus the relationship between growth and development are intimate. For development, growth is required up to a certain period or age
- Though growth and development are interrelated but they are not the same. Growth is quantitative but development is both quantitative as well as qualitative.
- There are some principles of development. These principles are the rules followed by the process of development which leads to the formation of personality in an individual. The fundamental principles of development are-principle of individualized process, principle of directional trends, principle of continuity, principle of interrelationship among different aspects of development etc.
- The important dimensions of development are-physical development, social development emotional development, intellectual development and language development.
- Growth and development are natural and universal process but there are many factors that affect the process and dimensions of growth and development like-Proper Diet, exercise-sanitation and hygiene, genetic factors, recognition in the society, sociability, training etc.

2.10 Questions and Exercises

Q.1: Define the term growth. State its characteristics.

Q.2. Define the term development. State its characteristics.

Q.3: How growth is differentiated from development?

Q.4. Discuss the principles of development.

Q.5. what are the factors that affect human growth and development?

Q.6 Discuss various dimensions of growth and development.

Q.7 Write short notes on the following:

A) Developmental Stages

B) Principles of Development

C) Development is a continuous process

2.11 References and Suggested Readings

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UNIT: 3

PRE-NATAL DEVELOPMENT

Unit Structure:

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Pre-Natal Development
- 3.4 Factors affecting Pre-Natal Development
- 3.5 The New Born Child
- 3.6 Characteristics of the New Born Child
- 3.7 Actions and Reactions of the Neonate.
- 3.8 Summing Up
- 3.9 Questions and Exercises
- 3.10 Reference and Suggested Readings

3.1 Introduction

The period from the time the baby is conceived till its birth is called as prenatal period. It takes about 280 days or nine months from the date of conceive to birth. The fetus grows inside the mother's womb surrounded by fluid which protects the fetus from shock. In the day of conception sperm and ovum unite into one cell. This single cell has multiplied into 200 billion of different types of cells within nine months. These cells carry out different functions. At the time of birth the fetus weighs about 5 to 7 lbs or 3 kg approximately.

The supply of oxygen and nutrition are met by the mother's body. The umbilical cord connects the fetus or unborn baby to the placenta which is attached to the uterus. The waste product and carbon-dioxide are sent to the mother's body through placenta for disposal. The fetus begins to grow within the mother's womb in a natural way.

During pregnancy mother needs special care for food and other requirements. She needs proteins for growth and repair of the body, minerals and vitamins for growth and strength, fats and carbohydrates for energy. Besides foods the mother should take fluids in sufficient quantities.

Regular medical check-up is of utmost important. She should avoid strenuous work and perform moderate form of exercise and walking. Personal hygiene, comfortable clothing and footwear are most essential. She should avoid worries and tensions and should always be in a happy state of mind.

Most diseases from which the mother is suffering do not have any harmful effect on the fetus. But there are some diseases which are harmful to the unborn baby. In that case, it is most important to take the advice of the doctor.

Other addiction like drugs, alcohol, smoking etc should be avoided during the pregnancy period for the smooth and normal growth of the unborn baby.

3.2 Objectives

After going through this unit, you will be able to-

- *understand* the pre-natal stage of human development,
- *know* various characteristics of Pre-Natal Development,
- *identify* the factors that affect pre-natal stage of human development,
- *understand* the meaning of neonate,
- *know* various characteristics of new born,
- *understand* different actions and reactions of new born.

3.3 Pre-Natal Development

This is the most significant period of human life from the developmental perspectives. A single cell turns into a human organism within this period. From an expanding ball, it first takes the shape of head, eyes, trunk, arms and legs respectively. Within approximately nine month, it becomes ready to come out of the womb. Developmental psychologists had divided the pre-Natal period into three sub stages. The three sub stages and development occurring in these three stages will help you to understand pre-Natal period more clearly. It is important to note that there are individual differences in terms of development in this period and environmental factors influence a lot. Let's discuss-

1. Period of Ovum (From the conception to the end of the second week)
2. Period of Embryo (From end of the second week to the second lunar month)
3. Period of Fetus (From the end of second month till birth)

1. Period of Ovum

This is first stage of pre-natal period. The period is very sensitive. This is also known as implantation period. During this period the size of the zygote remains the same. This period is marked by **the journey of the fertilized ovum or zygote to the uterus through the Fallopian tube**. Within the time of this journey, the uterus also completes its preparations to receive the zygote. The size is about that of a pinhead by it reaches its destination.

When the zygote finds its room in the uterine wall to lodge it shoots out feelers which push their way through the blood vessels in the wall. That means the zygote is attached by a blood vessel in the

wall. This creates source of nourishment for the zygote. 10 days after fertilization, implantation occurs, i.e the zygote is attached to the uterus. Since implantation, zygote becomes a parasite throughout the pre-natal period as it has to rely on mother for living.

Stop to Consider

Developmental psychologists had divided the pre-Natal period into three sub stages.-

1. Period of Ovum (From the conception to the end of the second week)
2. Period of Embryo (From end of the second week to the second lunar month)
3. Period of Fetus (From the end of second month till birth)

➤ **Developmental Characteristics**

- It is period of two weeks.
- It is a time for the fertilized ovum to take journey to uterus through Fallopean tube and get attached to uterus.
- During the first half of the period, the zygote is free, moving, but as soon as it get attached to wall, it becomes parasite for the whole pre-natal period.
- About 10 days are needed for implantation.
- During this period the zygote starts getting outside nourishment through the blood vessels attached to wall.

Self-Asking Question

Q.1. What are the developmental characteristics of period of ovum?

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2. Period of Embryo

Rapid development takes place in this six week period. Within this period from a zygote, a mass of cells the embryo turns to a miniature individual.

➤ Developmental Characteristics

- From a zygote, the embryo takes the shape of a miniature individual.
- The important accessory like placenta, umbilical cord and amniotic sac are developed.
- The embryo is able to take breath and nutrition through these accessories.
- All the essential external and internal features of body are established like hand, legs, heart etc.
- Development takes place from head region to lower part (cephalo- caudal Direction)
- Mostly development of the upper part takes place in this period
- Sex organ of the embryo are developed in this period.

Self-Asking Question

Q 2. What is the most significant characteristics of period of embryo?

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3. Period of Fetus

This is again the important stage of development of pre-natal period. It is the longest stage of pre-natal period.

➤ Developmental Characteristics

- The fetus turns into an active passenger in the mother's womb.
- The fetus starts kicking and turning between third and fourth month.
- Course hair like eyebrow and eyelashes begins to grow at five month.
- During this period fine hair grows on the head.
- A kind of woolly hair (Lanugo) grows all over body to cover the body but at birth and soon after birth it disappears.
- Respiratory system develops adequately after five or six months.
- During seventh and eighth, fetal growth slows down and about a week before birth baby stops growing.
- Before birth the baby reaches an average weight and height of 7 pound and 20 inches approximately.

Stop to Consider

Period of fetus is the longest stage of pre-natal period. During this period, the fetus turns into an active passenger in the mother's womb. It starts kicking and turning between third and fourth month and coarse hair like eyebrow and eyelashes begins to grow at five month. Respiratory system develops adequately after five or six months.

3.4 Factors affecting Pre-Natal Development

From the above discussion it is clear to you that pre-natal period is of great importance in respect to the developmental characteristics. Growth and development are universal and natural process. Sound and smooth development inside the uterus predicts a healthy and well developed human being. The life of an individual is very much influenced by the time before his/her birth. But besides the hereditary factors there are some other factors that may affect the period and hamper in the development of the unborn baby. Let's identify the key factors-

- 1. Nutrition of the mother:** The unborn get nourishment comes from the maternal bloodstream through placenta. Therefore, the nutrition taken by the mother has great significance on the development of the baby. Balanced diet filled with protein, vitamins minerals, zinc etc are must. On the other hand malnutrition leads to hamper child's development.
- 2. Emotional State of the Mother:** The attitude of the mother has a great impact on the unborn child. Anxiety, depression, over stress of the mother during the pregnancy especially during the early part causes hyperactivity which again leads the mother's adrenal gland to release increased hormone

hydrocortisone. Such hormonal discharge cause harm to child's physical and mental development. This may also cause problems like-mental retardation, physical impairment, difficult labour during delivery or premature birth.

3. **RH (Rhesus) Factors:** Genetic incompatibility between the mother and fetus in terms of their blood may lead to biochemical incompatibility. Moreover, incompatibility between maternal and paternal blood types may cause danger to the cell of the fetus.
4. **Age of the mother:** The age of the mother also affect the development of the fetus. Female reproductive system gets fully matured after 21 and after 35 of age, reproductive functioning of female declines. Therefore, the conception, development and birth of the baby are influenced by the age of mother.
5. **Drugs:** Use of drug and its dosages have a tremendous effect on the unborn child's growth. Narcotics of some drugs may be harmful for the pregnant women because drugs taken by the mother are transmitted to the baby through the bloodstream. Therefore, pregnant women should take drugs only after consultation with the doctors or with their consent.
6. **Healthy and balanced life-style:** The life style or the ways of living by the mother have a great impact on the unborn child. Besides a balanced diet, the mother must adopt a healthy life style marked by minor exercises (consultation with doctor), regular and adequate sleep, positive thinking, positive activities like reading books etc, and good habits. The environment of the family and their roles has a great role in this regard to keep the pregnant women happy.

7. **Smoking and Alcohol:** Use of frequent smoking and alcohol adversely affects the unborn baby's development. This leads to both physical and mental abnormalities in the child. Therefore, the expectant mother should keep herself aside from this.

Self-Asking Question

Q.3. What are factors affecting pre-natal development?

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3.5 The New Born Child

It is the most precious moment for everyone. Remembrance of the day of our born always makes us happy for which we are fortunate enough to see the world. It is most auspicious process of life. Birth of a baby brings tremendous joy and happiness to the parents, specially the mother, and the other family members. It is a process through which an individual comes out from a calm and quite environment to blooming environment of the world through the process of delivery. We have discussed above that period after the pre natal is named as Neonatal period which is again of two sub types-period of partunate and neonate. With the end of period of partunate, the baby has take breathing, nourishment by himself. From this time only his/her adjustment with life gets starts and continuous throughout the life. He/she becomes an independent individual.

It is important for you to know that the term Neonate has derived from the greek word-“Neo” which means-“New” and from a Latin verb “Naskur” which means Born. Thus Neonate means New Born. The period of neonatal means period of New born.

Stop to Consider

The term Neonate has derived from the Greek word-“Neo” which means-“New” and from a Latin verb “Naskur” which means Born. Thus Neonate means New Born. The period of neonatal means period of New born.

3.6 Characteristics of New Born

- During the first half of the neonatal period, the growth of the baby decline but by the end of the period baby state of development is back.
- The physical proportions of the new born differ greatly from the child or adult.
- The head of the baby is about one –fourth of the entire body length.
- The skin of the new born is blotched and they look pale.
- The eyes are unconditional.
- The head of the baby seems too big for the tiny body.
- The face of the newborn appears to be broad because of lack of teeth and underdeveloped jaw.
- The average weight of the new born is 6-7 pounds and height is 18-20 inches.
- The new born babies seem to look like without a neck.
- The shoulders are narrow and shopping.
- The abnominal region is large and protruding.

- The arms and legs, nails are small.
- The bones and muscles of the baby are soft and flexible.

Self-Asking Question

Q.4. What are the characteristics that a new born possess?

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3.7 Actions and Reactions of New Born

Till now, you have come to know how an individual is get prepared to come out of mother's womb and what are the his/her basic characteristics after birth. As the baby cannot talk, do any motor activities during the neo-natal period, he/she is characterized mostly by the physical characteristics. But there are some actions and reactions that baby show through which we can assume his/her adjustment with the new environment. Some of the actions and reactions of new born are-

- The period of neonatal is shortest but the most significant one.
- The new born become independent, does not remain a parasite.
- The new born make radical adjustment with the outside world like breathing their own.
- The new born has to face transition from internal to external.
- The new born gets nourishment by sucking, swallowing.
- The baby can yawn, stretch and kick.
- They can blink and cry.

- They can turn their heads.
- They can respond to some strong stimuli.
- Hunger and discomfort give rise to greater activity like crying.
- Kneejerk, papillary reflex, reflexes of lips and tongue are some common action by new born.
- The neonate responds to loud sounds. As per research study, it is found that new born respond more to human voice than others. Loud sound elicits bodily movement.
- The new born can respond differently to pleasant and unpleasant smells.

Check Your Progress

Q.1 What do you mean by Development? What are the primary stages of human development?

Q.2 Why pre-natal period is considered to be most important?

3.8 Summing Up

- The Human development/span is classified by seven (7) fundamental stages –1. Pre-Natal (Conception to Birth) 2. Neo-Natal (0-14 days) --a) Parturate (0-15 minutes) b) Neonate (15 minutes to 14 days) 3. Babyhood (14 days-2 years) 4. Childhood (2-12/13) years) –a) Early childhood (2-6 years) and b) Late childhood (6-12/13 years) 5. Adolescence (12/13-18years) 6. Adulthood (18-60 years) 7. Old Age (60 onwards).
- The pre-natal period is marked by starting conception that is a process of fertilization of an ovum (women reproductive cell) by spermatozoon (male reproductive cell) caused by intercourse between the two sexes.

- Unitization of the two cells results in formation of a new cell. The new cell is called “**Zygote**”.
- There are many biological factors that impact on the process of conception-like the **genes** (they help the conceived organism to carry hereditary characteristics like traits of father or mother or grandfather or mother), **chromosome** (They determine whether the conceived organism will be male or female).
- Developmental psychologists had divided the pre-Natal period into three sub stages.---

Period of Ovum (From the conception to the end of the second week), Period of Embryo (From end of the second week to the second lunar month) and Period of Fetus (From the end of second month till birth)

- Period of Ovum is first stage of pre-natal period. The period is very sensitive. This is also known as implantation period.
- This period is marked by the journey of the fertilized ovum or zygote to the uterus through the Fallopian tube.
- During the period of Embryo rapid development takes place in this six week period. Within this period from a zygote, a mass of cells the embryo turns to a miniature individual.
- Sex organ of the embryo are developed in this period.
- Period of Fetus is another important stage of development of pre-natal period. It is the longest stage of pre-natal period.
- During this period, the fetus turns into an active passenger in the mother’s womb. It starts kicking and turning between third and fourth month and coarse hair like eyebrow and eyelashes begins to grow at five month. Respiratory system develops adequately after five or six months.

- The life of an individual is very much influenced by the time before his/her birth. But besides the hereditary factors there are some other factors that may affect the period and hamper in the development of the unborn baby. Let's identify the key factors- Nutrition of the mother, emotional State of the mother, RH (Rhesus) factors, and age of the mother: drugs, healthy and balanced life-style, smoking and alcohol.
- The neonatal period is most crucial period of human life. This period is again of two sub types-period of parturition and neonate.
- With the end of period of parturition, the baby has taken breathing, nourishment by himself. From this time only his/her adjustment with life gets started and continues throughout the life. He/she becomes an independent individual.
- During the first half of the neonatal period, the growth of the baby declines but by the end of the period baby's state of development is back.
- The physical proportions of the newborn differ greatly from the child or adult.
- The newborn baby performs no. of actions like making radical adjustment with the outside world, breathing on their own, getting nourishment by sucking, swallowing, yawning stretching and kicking, blinking and crying etc. They can respond to some strong stimuli.

3.9 Questions and Exercises

Q.1 Discuss pre-natal stages of human development

Q.2 State the characteristics of Pre-Natal Development

Q.3 What are the factors that affect pre-natal stage of human development

Q.4 Who is a neonate? State its characteristics.

Q.5 Discuss different actions and reactions of new born.

3.10 Reference and Suggested Readings

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Block : II
Infancy and Childhood

Unit 1 : Infancy

Unit 2 : Childhood

UNIT: 1

INFANCY

Unit Structure:

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Infancy
 - 1.3.1 Charecteristices of infancy
 - 1.3.2 Developmental aspects
 - 1.3.3 Emotional Development
 - 1.3.4 Motor Development
 - 1.3.5 Sensory Development
 - 1.3.6 Early Needs and Habit Formation
- 1.4 Summing Up
- 1.5 Questions and Exercises
- 1.6 References and Suggested Readings
- 1.7 Answer to ‘Check Your Progress’

1.1 Introduction

The period of infancy and childhood are like stepping stones to other developmental stages. Infancy stage lasts from birth to 2 years and childhood ranges from 3 to 11 years. First 3 to 6 years is known as early childhood, age 6 to 8 years as middle childhood and age 9 to 11 years as late childhood. These developmental stages have peculiar characteristics as patterns of base habits, speech, language, social and emotional potentialities develop during these stages. The helpless and dependant infant grows towards independency through different developmental tasks. In this unit, we shall discuss about developmental aspects of infancy e.g. emotional, motor, sensory, early needs and habit formation and development of language, speech and concepts during childhood.

1.2 Objectives

After going through this unit you will be able to-

- *understand* the developmental aspects of infancy period,
- *describe* various patterns of emotional, motor, sensory development in infancy,
- *analyze* early needs and habit formation of the infancy.

1.3 Infancy

Infancy is the first period of human life. It can also be called as the period of the newborn. Dictionaries also define an infant as a child in the first period of life. According to medical terminology, an infant is a young child, but no specific age limits are placed on when the individual ceases to be an infant and be-comes a child. Many psychologists use the word infant in much the same way as members of the medical profession do and, like them, fail to set an age limit on infancy. This gives the period an ambiguous status in the life span. The word infant suggests extreme helplessness, and it will be limited to the first few weeks of life. During this period, the newborn's complete helplessness gradually gives way to increasing independence.

1.3.1 Characteristics of infancy

Each period in the life span is characterized by certain developmental phenomena that distinguish it from the periods that precede and follow it. While some of these phenomena may be associated with other periods, they appear in a distinctive form during infancy. Following are some of the most important characteristics of this period. Let us discuss.

- **Infancy Is the Shortest of All Developmental Periods**

Infancy begins with birth and ends when the infant is approximately two weeks old, by far the shortest of all developmental periods. It is the time when the fetus must adjust to life outside the uterine walls of the mother where it has lived for approximately nine months. According to medical criteria, the adjustment is completed with the fall of the umbilical cord from the navel; according to physiological criteria, it is completed when the infant has regained the weight lost after birth; and according to psychological criteria, it is completed when the infant begins to show signs of developmental progress in behavior. Although most infants complete this adjustment in two weeks or slightly less, those whose birth has been difficult or premature require more time.

In spite of its shortness, infancy is generally subdivided into two periods: the period of the parturient and the period of the neonate. These are described in the table given below. Even in difficult births, it seldom takes more than forty-eight hours for the fetus to emerge from the mother's body. By contrast, it requires approximately two weeks adjusting the new environment outside the mother's body.

Stop to Consider

Table-1

Subdivisions of Infancy

Period of the Parturient (from birth to fifteen to thirty minutes after birth). This period begins when the fetal body has emerged from the mother's body and lasts until the umbilical cord has been cut and tied. Until this is done, the infant continues to be a parasite and makes no adjustments to the postnatal environment-the environment outside the mother's body.

Period of the Neonate (from the cutting and tying of the umbilical cord to approximately the end of the second week of postnatal life). The infant is now a separate, independent individual and is no longer a parasite. During this period, the infant must make adjustments to the new environment outside the mother's body.

- **Infancy Is a Time of Radical Adjustments**

Although the human life span legally begins at the moment of birth, birth is merely an interruption of the developmental pattern that started at the moment of conception. It is the graduation from an internal to an external environment. Like all graduations, it re-quires adjustments on the individual's part. It may be easy for some infants to make these adjustments but so difficult for others that they will fail to do so. Miller has commented, "In all the rest of his life, there will never be such a sudden and complete change of locale"

- **Infancy Is a Plateau in Development**

The rapid growth and development which took place during the prenatal period suddenly come to a stop with birth. In fact, there is often a slight regression, such as loss of weight and a tendency to be less strong and healthy than at birth. Normally this slight regression lasts for several days to a week, after which the infant begins to improve. By the end of the infancy period, the infant's state of development is usually backed to where it was at the time of birth.

The halt in growth and development, characteristic of this plateau, is due to the necessity for making radical adjustments to the postnatal environment. Once these adjustments have been made, infants resume their growth and development.

While a plateau in development during infancy is normal, many parents, especially those of firstborn children, become concerned about it and fear that something is wrong with their child.

- **Infancy Is a Preview of Later Development**

It is not possible to predict with even reason-able accuracy what the individual's future development will be on the basis of the development apparent at birth. However, the newborn's development provides a clue as to what to expect later on.

- **Infancy Is a Hazardous Period**

Infancy is a hazardous period, both physically and psychologically. Physically, it is hazardous be-cause of the difficulties of making the necessary radical adjustments to the totally new and different environment. The high infant mortality rate is evidence of this.

Psychologically, infancy is hazardous because it is the time when the attitudes of significant people toward the infant are crystallized. Many of these attitudes were established during the prenatal period and may change radically after the infant is born, but some remain relatively unchanged or are strengthened, depending on conditions at birth and on the ease or difficulty with which the infant and the parents adjust.

Stop to Consider

Adjustments of Infancy

Temperature Changes

There is a constant temperature of 100°F in the uterine sac, while temperatures in the hospital or home may vary from 60 to 70°F.

Breathing:

When the umbilical cord is cut, infants must begin to breathe on their own.

Sucking and Swallowing:

The infant must now get nourishment by suck-ing and swallowing, instead of receiving it through the umbilical cord. These reflexes are imperfectly developed at birth, and the infant often gets less nourishment than is needed and thus loses weight.

Elimination:

The infant's organs of elimination begin to work soon after birth; formerly, waste products were eliminated through the umbilical cord.

1.3.2 Developmental Aspects

The ancient debate about the primacy of nature (inborn characteristics) versus nurture (environmental factors) continues in every aspect of science concerned with human development. Although there is general agreement that human behavior cannot be explained in this binary manner, the changes in body and behavior of babies indicates patterns of developmental aspects. The period of infancy is associated with speedy mental, emotional and physical development where each month is accompanied by one or other developmental tasks. Some of them are-

- i. Birth to 2 Months - The first 2 months of life is characterized by psychological inactivity. The infant in his first days remains like a blank slate which gets painted by new experiences and developments. Freud, Mahler and some other developmental psychologists believes that it is the confusing stage of development.
- ii. On biological development from birth to 2 months sleep patterns of infants get organized.

- iii. Emotional reactions like smiling are observed in the period of 2–6 months.
- iv. During 7–9 months goal oriented tasks can be performed.
- v. They tend to react symbolically while in 18-20 months.
- vi. Emotions like contentment while near mother, disgust and anger also is reflected in behavior.
- vii. Social referencing and identification of people nearby emerges.
- viii. Facial expressions of emotions happen in this stage.
- ix. Eye to eye contact and social smile can be observed during 2-7 months
- x. Towards 12 to 24 months infant can walk and run.

In proceeding topics you will have an outlook of different developmental aspects of Infancy.

1.3.3 Emotional Development

First two years of life has tremendous potentiality to shape later developments due to the mental and physical changes occurring in this stage. Infants tend to learn from experiment and the immediate environment. Beyond physical, mental and other developmental tasks, babies learn how to react socially and emotionally. Feelings like joy, distress and disgust are commonly expressed by infants. In 2-3 months they can smile. They further start expressing anger, sadness, surprise, and fear.

According to Erik Erikson (1968), the first year of life is the key time for the development of attachment. Sense of trust and mistrust develops here depending upon physical comfort received or not

received by babies. If the parents are sensitive and caring the baby develops trust and vice versa.

Some of the significant characteristics of emotional development during infancy are-

- Till 4th month babies can differentiate among various emotional expressions. In 6th month they start mimicking emotional expressions like smile or crying of others.
- “Stranger anxiety” is portrayed by babies during 5 and 6 months. They show discomfort at the presence and touch of people they have not met before.
- Infants develop feeling of attachment to their primary caregivers and in absence of them babies become more sensitive. During 8 -10 months separation anxiety is experienced by them when separated from their primary caregivers.
- While in 9 months infants show dissatisfaction or sorrow. By this time they also learn ways to express emotions in varied situations. They move through emotional upheavals where at times they are immensely happy and at once they become angry and frustrated.
- During 12 months, babies can clearly show distress. They at this stage know how to express what they are feeling. Moreover, feeling of jealousy is exhibited by them around 12 month.
- When the infants reaches second year, they tend to learn new skills of emotional development. In the age of 13-18 months, the earlier separation anxiety may be replaced by “object permanence”. Here they get to know that even they are not seeing the care taker for some time, they are present somewhere and will come back to them. In this stage they personify toys and express theirs emotions like love, hatred, jealousy etc.

- At 15-18 months they become easily frustrated and throw temper tantrums for expressing emotions.
- By age 2, babies demonstrate a wide range of emotions and can regulate and cope up with emotional upheavals. They can fake some emotions to achieve things of their wish. They seek attention by acting like getting hurt. Towards the end of second birthday empathetic attitude evolves and they become capable of recognizing when they hurt someone.

CHECK YOUR PROGRESS

- Q 1: Mention one developmental task to be accomplished by an infant.
- Q 2: In which month, babies can differentiate among various emotional experiences?
- Q 3: When does a baby learn to fake emotions?

1.3.4 Motor Development

Motor development includes development of co ordination in bodily movements in babies. It may be short-term changes in the body pose or biomechanical developments leading to movement control. Infants' motor development occurs due to functioning of automatic reflexes during first 1-3 months. After development of brain, muscles and nervous system, voluntary body movements plays vital role in motor development, it may be simple grasping or reaching for objects, sitting, crawling, walking and running etc. The pattern of motor development is same for all but minor exceptions can be seen based on health and physical conditions.

Near 4 months babies can control the head. They can further hold it stable while in sitting or lying position. They begin to roll their body from their belly to their back on their own. At 5 months they can roll from back to belly. During age of 6 months, babies can sit for short time. When they enter 7 months they move without external support. They start exploring environment and can move or eat harmful substances which are to be monitored. They start crawling in the same time. During 8 months, infants can sit up by themselves for longer period of time. By 9 months, they play with toys and learn how to balance the play materials. They start walking with the help of baby walkers.

Around 10th months, they can stand for longer duration. They can walk, pick up and put down leg synchronously. They make attempts to walk with support. At about 12 month they can walk for the first time without support. During 24th month of life, toddlers become more active and interested in making their body move voluntarily. Climbing stairs becomes possible at about 15th month. By the of age 18 months, toddlers' balancing gets more stable when they move more easily on their feet around objects and begin walking backwards, sideways, in circles, and even running.

Towards the end of infancy babies can jump and may start peddling their first tricycle. They become more active and keep on running and dancing though refinement will be needed in the movements. The caregivers must monitor babies' movements to make them avoid any dangerous situation.

Stop to Consider

Motor development includes development of co ordination in bodily movements in babies. It may be short-term changes in the body pose or biomechanical developments leading to movement control. During age of 6 months, babies can sit for short time.

When they enter 7 months they move without external support. They start exploring environment and can move or eat harmful substances which are to be monitored.

1.3.5 Sensory Development

Piagetian step of sensory development in infants is known as "Sensorimotor" stage as in these stage infants interacts with environment through senses and learning occurs. They explore the environment without much understanding and maturity. Infants are born with several reflexes that are activated by particular stimuli, such as the grasping reflex when a finger is placed in the palm of a baby's hand. Other reflexes include rooting (turning the mouth toward the breast or bottle) and sucking. Many early reflexes— such as reaching and performing a step-like motion— disappear, only to reappear later. While the most important senses in human adults are vision and hearing, infants acquire much of their information about the world through touch. At birth, a baby's eyes and the pathways between the eyes and the brain are not fully developed; the eyesight of a newborn is estimated at 20-600 (an object viewed from 20 feet [609 cm] away appears as a distance of 600 feet [182 m] by an adult with 20-20 vision). The senses of newborns are particularly well adapted for bonding with their caregivers. Infants can see large objects close up and are especially interested in faces, and their hearing is most acute in the range of human speech.

Developmental tasks necessitate use of their senses. Babies recognize their mother's voice just a few hours after birth. On the sense of sight, newborns prefer to look at some stimuli rather than big things around them. By 6 months though the vision remains lower than that of adults, it improves by about the first year gets equaled

with that of adults. It takes 3 months to get the colour vision developed.

Few months after birth proficiency at localizing sound improves. At the age of 3 months, babies can recognize mother's photograph. Infants' ability of perceiving depth is studied with the help of an apparatus named a 'visual cliff'. It is a box with glass platform extended till several feet deep. Startle (Moro) reflex is a kind of reflex that occurs when a baby hears a loud noise and his arms and legs extend away from his body. He further blinks eye, changes position when heard an unfamiliar sound.

During infancy babies' vision changes dramatically. They give more importance on bright colored objects. As infants grow, they begin to touch objects in their environment with their hands, feet, and mouths to learn about them. While putting toys into mouth they are try to taste as well as feel the texture and structure. Ability to differentiate sweet, sour, and bitter tastes is present from birth though they choose sweet over other tastes. At ages 1 and 6 months the sense of taste gets further developed.

Infant to some degree sees, hears, and responds to pressure, touch, taste, and change in temperature. Among all senses, vision is most developed. Changes in visual acuity during the first month appear to be very slight and in further weeks till six or seven weeks the infant can inspect his surroundings. By the fourth month their retina is able to accommodate to objects at varying distances in an almost adult fashion. They learn skills of visual discrimination by the second year of life. During this time they can discriminate among cubes, round, square, and triangular blocks.

Babies can hear at birth and as they grow their mental ability to process and use information they hear improves. According to studies infants prefer more complex sounds e.g. music, to simple

sounds. By ages 1 and 6 months, they are able to locate where sounds come from in their environment and to compile sounds into more complex form.

Regarding tactual sensitivity infant clearly reacts to tactual stimulation. However, skin sensitivity also appears to increase with age. Babies' senses can be stimulated in many ways such as listening to caregivers speaking, looking at different objects and colors, and playing with toys that have different textures. Babies who do not receive appropriate touch and affection may ultimately have developmental problems.

Check Your Progress

Q 4: What do you mean by motor development?

Q 5: Mention one characteristic of sensory development of babies?

1.3.6 Early Needs and Habit Formation

Early needs of infants greatly decide patterns of habits to be formed in later phases of life. The evidence of infant's habit formation can be observed by anyone through out passage of time. Some of the early needs of infants having impact on habit formation are-

- **Sucking-** First need of a baby is sucking for breast milk. The nature of feeding may affect subsequent sucking habit as reported by Gunther (1961). If the baby finds any obstructions in breast sucking like lip or the mother's breast covered his nostrils, obstructing respiration repetition of such acts leads to development of stress and habit of indifference.

- **Movement-** Slow movements of babies' bodily parts like head and hand plays significant role in future development. Ample movement will lead to increased muscle strength and vice versa. Movement and motor development helps in adaptive habit formation.
- **Visual stimulation-** Visual stimulations are important requirements in an infant's life. It can modify the infant's behavior. On these signals, infants learn to turn the head and eyes toward a light appearing at the side of their cribs or smile when he sees familiar faces.
- **Early care-** The new born needs care and an atmosphere of acceptance to grow effectively. They are completely dependant on the caregivers for need fulfillment. The sense of basic trust and basic distrust develops during this period which carries greater value in further habit formation.
- **Food-** Babies should get food at specific interval for healthy development. Too much gap in feeding a baby or keeping him starved can lead to severe issues.
- **Social attachments-** Infant learns the nature of the environment in which he lives and discovers the different physical properties of things and people, the ways in which they respond to his own behavior, and the regularity or variability with which they respond.
- **Maternal behavior and maternal deprivation-** Role of mother in rearing a baby can not be compared with any of the other factors of development. Being with mother gives baby psychological satisfaction and physical comfort. They feel safe when primary caregiver is none but mother. In absence of that psychological arena of babies can get

disturbed. Among other reasons of delayed development maternal deprivation is one of the contributing factors.

- **Enriched stimulation-** Infancy can be called a 'critical period' as stimulation from outside affects every kind of development, physical, mental, emotional etc. If infants do not get ample stimulation process of development can not proceed. The events occurring at this period have lasting inhibitive or facilitative effects in habit formation.

Along with parenting needs infants are also in need of a secure surrounding and attention to fulfill their basic needs. A strong bond with caregivers is also necessary, as this lays the foundation for trust, allowing infants to explore their world. For infants and toddlers learning and living is the same thing. If they feel secure, treasured, loved, their own energy and curiosity will bring them new understanding and new skills.

1.4 Summing Up

Infancy is the first period of human life. It can also be called as the period of the newborn. Dictionaries also define an infant as a child in the first period of life. According to medical terminology, an infant is a young child, but no specific age limits are placed on when the individual ceases to be an infant and be-comes a child. Many psychologists use the word infant in much the same way as members of the medical profession do and, like them, fail to set an age limit on infancy. This gives the period an ambiguous status in the life span. The word infant suggests extreme helplessness, and it will be limited to the first few weeks of life. During this period, the newborn's complete helplessness gradually gives way to increasing independence.

Some of the most important characteristics of this period is as follows:

- Infancy is the shortest of all developmental periods
- Infancy is a time of radical adjustments
- Infancy is a plateau in development
- Infancy is a preview of later development
- Infancy is a hazardous period

The period of infancy is associated with speedy mental, emotional and physical development where each month is accompanied by one or other developmental tasks.

Beyond physical, mental and other developmental tasks, babies learn how to react socially and emotionally. Feelings like joy, distress and disgust are commonly expressed by infants.

Development of brain, muscles and nervous system, voluntary body movements plays vital role in motor development; it may be simple grasping or reaching for objects, sitting, crawling, walking and running etc. The pattern of motor development is same for all but minor exceptions can be seen based on health and physical conditions.

Piagetian step of sensory development in infants is known as "Sensorimotor" stage as in these stage infants interacts with environment through senses and learning occurs.

The new born needs care and an atmosphere of acceptance to grow effectively. They are completely dependent on the caregivers for need fulfillment. The sense of basic trust and basic distrust develops during this period which carries greater value in further habit formation.

Early needs of infants greatly decide patterns of habits to be formed in later phases of life. Some of the early needs of infants having impact on habit formation are- Sucking, Movement, Care etc.

1.5 Questions and Exercises

Short-Answer Questions

1. What stage is characterized by psychological inactivity?
2. Write two characteristics of emotional development in infants?
3. Write a short note on motor development during infancy.

Long-Answer Questions

1. Discuss developmental tasks to be performed by infants.
2. Write about the early needs and habit formation during infancy.
3. Describe in detail some of the milestones of emotional development during infancy.

1.6 Answer to ‘Check Your Progress’

Answer to Q. No. 1: Towards 12 to 24 months infant can walk and run.

Answer to Q. No. 2: By 4th month.

Answer to Q. No. 3: By age 2.

Answer to Q. No. 4: Motor development means development of co ordination in bodily movements in babies.

Answer to Q. No. 5: During infancy babies` vision changes dramatically. They give more importance on bright colored objects.

As infants grow, they begin to touch objects in their environment with their hands, feet, and mouths to learn about them.

1.7 References and Suggested Readings

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UNIT-2

CHILDHOOD

Unit Structure:

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Childhood
- 2.4 Language Development
- 2.5 Development of Concepts
- 2.6 Speech Development
- 2.7 Summing Up
- 2.8 Questions and Exercises
- 2.9 Answer to 'Check Your Progress'
- 2.10 References and Suggested Readings

2.1 Introduction

It is true that parents, guardians and teachers must be concerned with the development of childhood. Teachers who take care of children for a fairly long and continuous period, must know how children grow and develop. This will help the teachers and others in understanding a child, to know what is normal for a child at a particular age, to recognize the deviations of child's behaviour from normal behaviour etc. Teachers have a profound influence on children - by the ways they deal with them and the atmosphere they create in the school or within the classroom.

Different developmental aspects are included in this unit keeping in mind the development during the elementary school years. Childhood is the period exclusively for elementary school education. Therefore, the various developmental aspects which will

be helpful to all teachers, guardians and parents have been included and discussed in this unit.

2.2 Objectives

After going through this unit you will be able to-

- *know* about childhood as a stage of development,
- *understand* the development of speech, language and concept during childhood.

2.3 Childhood

Most people think of childhood as a fairly long period in the life span a time when the individual is relatively helpless and dependent on others. To children, childhood often seems endless as they wait impatiently for the magic time to come when society will regard them as "grown ups" and no longer as children. Childhood begins when the relative dependency of babyhood is over, at approximately the age of two years, and extends to the time when the child becomes sexually mature, at approximately thirteen years for the average girl and fourteen years for the average boy. After children become sexually mature, they are known as adolescents.

During this long period of time-roughly eleven years for girls and twelve years for boys-marked changes take place in the child both physically and psychologically. Because cultural pressures and expectations to learn certain things at one age are different from the pressures and expectations at an-other age, a child in the early part of childhood is quite different from a child in the latter part of the period.

Today it is widely recognized that childhood should be subdivided into two separate periods-early and late childhood. Early childhood extends from two to six years, and late childhood extends from six to the time the child becomes sexually mature. Thus early childhood begins at the conclusion of babyhood-the age when dependency is practically a thing of the past and is being replaced by growing independence and ends at about the time the child enters first grade in school.

This dividing line between early and late childhood is significant for two reasons. First, it is used almost exclusively for American children who, before they reach the compulsory school-entrance age, are treated very differently than they are after they enter school. It is the treatment they receive and the expectations of the social group that influence what this treatment will be that determine when the dividing line between early and late childhood should occur.

The second reason why placing the dividing line between early and late childhood at six years is significant is that it is not influenced by physical but by social factors. There is relatively little difference in the physical growth and development of children before and after they are six years old. The five-year-old, for example, is not radically different from the seven-year-old.

On the other hand, in a culture where the law requires that children must begin their formal education when they reach their sixth birthday, social pressures and social expectations play an important role in determining how children differ before they enter school from those who have already been subjected to school experiences. If formal entrance into school came a year earlier or a year later, the dividing line between early and late childhood would be at five years in the former case, and at seven years in the latter case.

The new pressures and expectations that accompany the child's formal entrance into school result in changes in patterns of behavior, interests, and values. As a result, children become "different" people from what they were earlier. It is this difference in their psychological makeup rather than the difference in their physical makeup that justifies dividing this long span of years into two subdivisions, early and late childhood. However, various important development during this period i.e language development, concept development and speech development are discussed in this unit.

2.4 Language Development

During early childhood, children's abilities to understand, to process, and to produce language are seen enhancing in an amazing way. Language development is at peak between 3 to 6 years. While on 3rd year children's vocabulary increases till approximately 900 words. During 6 year of age, spoken vocabularies gets further increased to between 8,000 and 14,000 words. One of the chief characteristic of childhood language development is children can understand more words than they can speak.

After learning two word sentences children start learning grammatical rules. While learning a language child first uses simple plurals e.g. toys and possessive forms of nouns. After that they use verbs and prepositions, article etc. Place of imitation is also observed during language development among children. They practice and try to remember language modeled in immediate surroundings. They also learn the skill of modifying pronunciation as per observation and reaction of person next to him.

Caregivers should be especially careful not to encourage poor language choices or wrong grammar as children can quickly pick up the improper words or sentences to be correct and desirable. Like

parrot some sentences or words, particularly those heard newly are accepted and repeated by them. Language becomes a way to seek attention and approval of caregivers.

Between 2-5 age, children refine their ability to pronounce words. When they start schooling they can speak in the same way as adults; child tries to correct language errors related to grammar and pronunciation. During later period of childhood, they can use complicated form of language. Children can talk more maturely to adults than to same-age peers.

3 to 4 year old usually can do the following:

- understand most of what they hear
- have 900 to 1,000-word vocabularies, with verbs starting to predominate
- usually talk without repeating syllables or words
- use pronouns correctly
- use three to six-word sentences
- ask questions
- relate experiences and activities
- tell stories (Occasional stuttering and stammering is normal in preschoolers.)

4-5 year old child can:

- verbalize extensively
- communicate easily with other children and adults
- articulate most English sounds correctly
- know 1,500 to 2,500 words
- use detailed six to eight-word sentences
- can repeat four-syllable words
- use at least four prepositions
- tell stories that stay on topic
- ask innumerable questions

- use descriptive words and compound and complex sentences
- know all the vowels and consonants
- use generally correct grammar

6 years old can correct own grammatical errors and mispronunciations. Children's vocabularies get doubled during 7-8 years and they may start reading. A major leap in reading comprehension occurs at about nine.

Stop to Consider

During early childhood, children's abilities to understand, to process, and to produce language are seen enhancing in an amazing way. Language development is at peak between 3 to 6 years. While on 3rd year children's vocabulary increases till approximately 900 words. During 6 year of age, spoken vocabularies gets further increased to between 8,000 and 14,000 words. One of the chief characteristic of childhood language development is children can understand more words than they can speak.

2.5 Development of Concepts

Development of concept means to have basic understanding that is necessary to make sense of one's world. This includes ideas about the self and others, objects, and the environment. Concepts provide an efficient way of organizing experience. If children were unable to form concepts and categorize ideas they cannot deal with environment effectively, rather they will be in confusion.

Categorization of ideas in childhood is as same as in adults. Before they have even begun to speak, child form categories of faces, speech, sounds, emotional expressions, colors, objects, animals, and mappings across modalities. Near about while in 18 months baby

can roughly add nine new words each day to their vocabulary. Concepts formation includes - identifying objects in the world, forming analogies, making inferences that extend knowledge beyond what is already known, conveying core elements of a theory, etc.

Some aspects of concept development are-

- Young children at times ignore relevant information about minute variation within a category
- Concepts are used by children to extend known information to previously unknown cases, by a process of inductive inference.
- Children can develop some abstract concepts too. E.g. a three-year-old comes to know that "germs" can cause illness.
- As children enter into school-age, their abilities and understanding of concepts and the world around them continue to grow.

Though a kid may progress at different rates, some of the common milestones in concept development are-

3 to 5 year olds:

- Preschool-age children understand basic time concepts and sequencing (e.g., before and after), and they can predict what will happen next in a story.
- Between 3 and 5 years old, children come to understand that people have thoughts, feelings, and beliefs that are different from their own. This is known as theory-of-mind (TOM).
- Children during 3-5 years of age understand concepts such as the past, present, and future roughly, giving them the ability to plan and work toward goals.
- By 24–36 months old children can name and/or point to themselves in pictures, clearly indicating self-recognition.

- Children from 2–4 years old display a great increase in social behavior once they have established a self-concept. They enjoy playing with other children, but they have difficulty sharing their possessions. They develop idea about gender roles.
- By 4 years old, children can cooperate with other children, share when asked, and separate from parents with little anxiety.

6- to 7-year-olds:

- Understands concept of numbers
- Knows daytime and nighttime
- Knows right and left hands
- Can copy complex shapes, such as a diamond
- Can tell time
- Can understand commands with three separate instructions
- Can explain objects and their use
- Can repeat three numbers backwards
- Can read age-appropriate books and/or materials

8- to 9-year-olds:

- Can count backwards
- Knows the date
- Reads more and enjoys reading
- Understands fractions
- Understands concept of space
- Draws and paints
- Can name months and days of week, in order
- Enjoys collecting objects

10- to 12-year-olds:

- Writes stories
- Likes to write letters
- Reads well
- Enjoys using the telephone

Concept development depends on cognitive development. French psychologist Jean Piaget in 1952 published his theory on cognitive development in children. Four cognitive stages of childhood cognitive development as identified by Jean Piaget were:

- **Sensorimotor Stage:** Birth through about 2 years. During this stage, children learn about the world through their senses and the manipulation of objects.
- **Preoperational Stage:** Ages 2 through 7. During this stage, children develop memory and imagination. They are also able to understand things symbolically, and to understand the ideas of past and future.
- **Concrete Operational Stage:** Ages 7 through 11. During this stage, children become more aware of external events, as well as feelings other than their own. They become less egocentric, and begin to understand that not everyone shares their thoughts, beliefs, or feelings.
- **Formal Operational Stage:** Ages 11 and older. During this stage, children are able to use logic to solve problems, view the world around them, and plan for the future.

During early childhood, children start to develop a "self-concept," the attributes, abilities, attitudes and values that they believe define them. By age 3, (between 18 and 30 months), children have developed their Categorical Self, which is concrete way of viewing themselves in "this or that" labels. For example, young children label themselves in terms of age "child or adult", gender "boy or girl", physical characteristics "short or tall", and value, "good or bad." The labels are used to explain children's self-concept in very concrete, observable terms.

Stop to Consider

Development of concept means to have basic understanding that is necessary to make sense of one's world. This includes ideas about the self and others, objects, and the environment. Concepts provide an efficient way of organizing experience. If children were unable to form concepts and categorize ideas they cannot deal with environment effectively, rather they will be in confusion.

CHECK YOUR PROGRESS

Q 1: How many word vocabularies are found to be developed by the age of 3 to 4 year?

Q 2: By which year Self concept is developed by a child?

Q 3: What are the four cognitive stages of childhood cognitive development as identified by Jean Piaget?

2.6 Speech Development

Childhood is the most intensive period for acquiring speech and language skills. These skills develop best in an environment full of sounds, sights, and consistent exposure to the speech and language of others. The initial signal of speech acquisition is the babies' first cry. During later phases he learns that a cry will bring food, comfort, and companionship. As they grow, they start sorting out the speech sounds that compose the words of their language.

Individual difference persists in speech development among children. However, they follow a natural progression or timetable for mastering the skills of language. Receptive and Expressive Language Skills are two main skills associated with child's language

and speech development. The receptive language skill is always in advance of the expressive language skill.

Receptive skills are the skills necessary for receiving a word or sounds of their language, while expressive skills are the skills used in speaking. Till second month babies can differentiate between human voice and other noises. By nine months they respond to a few simple words: very often the names of toys or teddy bear. Speech development by the end of 2nd year involves efforts and practice where he can utter words to express pain, hunger, and pleasure etc. He can express emotion by this time. This kind of sound production is called babbling that begins towards the 3rd month.

At this stage child produces only a limited number of sounds. By 1-2 year children produce wide range of sounds and repeat sounds they hear. The pronunciation of vowel and consonant this way is called Reduplication stage. Child utters first words correctly at about 1st year. At about the same time child begins to use a few recognizable words which he/she invents for himself/herself which are called Jargon.

By two years child can develop words into sentences and here he can speak grammatically correct small length sentences. The single word utterances of the child may mean many things such as for a 'toy' he may mean I want to play, Give me the toy etc. Words are used as contexts. Rules for adult speech and child's speech are not same, E.g. if a child is saying 'Papa hat' we can not explain the meaning from his perspective. There is a process of hear, utter and correction in acquisition.

Regarding Early Syntax Kess (1993) divides early syntactic development into three stages: the holophrastic stage, the two-word stage and hierarchical stage. Other division are-

- a. Prelinguistic development-birth to the end of first year;
- b. Single-word utterances- from around 1 to one and half years of age'
- c. The first word combination- from around one and half to 2 years of age;
- d. Simple and complex sentences- the third year of age

Caretaker speech being imitated by child has been an important factor in deciding speech development among children.

2.7 Summing Up

Childhood begins when the relative dependency of babyhood is over, at approximately the age of two years, and extends to the time when the child becomes sexually mature, at approximately thirteen years for the average girl and fourteen years for the average boy. After children become sexually mature, they are known as adolescents.

Today it is widely recognized that childhood should be subdivided into two separate periods-early and late childhood. Early childhood extends from two to six years, and late childhood extends from six to the time the child becomes sexually mature. Thus early childhood begins at the conclusion of babyhood-the age when dependency is practically a thing of the past and is being replaced by growing independence and ends at about the time the child enters first grade in school.

During early childhood, children's abilities to understand, to process, and to produce language are seen enhancing in an amazing

way. Language development is at peak between 3 to 6 years. While on 3rd year children's vocabulary increases till approximately 900 words. During 6 year of age, spoken vocabularies gets further increased to between 8,000 and 14,000 words. One of the chief characteristic of childhood language development is children can understand more words than they can speak.

Development of concept means to have basic understanding that is necessary to make sense of one's world. This includes ideas about the self and others, objects, and the environment. Concepts provide an efficient way of organizing experience. If children were unable to form concepts and categorize ideas they cannot deal with environment effectively, rather they will be in confusion.

Childhood is the most intensive period for acquiring speech and language skills. These skills develop best in an environment full of sounds, sights, and consistent exposure to the speech and language of others. The initial signal of speech acquisition is the babies' first cry. During later phases he learns that a cry will bring food, comfort, and companionship. As they grow, they start sorting out the speech sounds that compose the words of their language.

During early childhood, children's abilities to understand, to process, and to produce language are seen enhancing in an amazing way.

Concept development in child includes identifying objects in the world, forming analogies, making inferences that extend knowledge beyond what is already known etc.

By two years child can develop words into sentences and here he can speak grammatically correct small length sentences.

2.8 Questions and Exercises

Short-Answer Questions

1. Mention two characteristics of language development.
2. What are the significant characteristics of concept development?
3. Write a brief note on speech development.

Long-Answer Questions

1. Write a brief note on nature of childhood with special reference to language and speech development.
2. Discuss the characteristics of childhood. Explain the factors that foster language development during childhood.
3. 'Early Childhood is a critical stage'. Discuss with suitable examples.

2.9 Answers to Check Your Progress

Answer to Q. No. 1: 900 to 1,000-word vocabularies.

Answer to Q. No. 2: Between 2–4 years of age.

Answer to Q. No. 3: Sensorimotor Stage, Preoperational Stage, Concrete Operational Stage and Formal Operational Stage.

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Block : III
Children and their Parents

Unit 1 : Parenting Attitude and Parental Skills

Unit 2 : Problem faced by Children of Broken Homes and
Working Mothers

UNIT: 1

PARENTAL ATTITUDE AND PARENTAL SKILLS

Unit Structure:

1.1 Introduction

1.2 Objectives

1.3 Parental Attitude and Parental Skills

1.4 Parental Acceptance and Rejection

1.5 Importance of Parental Acceptance in Child Development

1.6 Parental Rejection: its Influence on the Behavioural Outcomes
of the Children

1.7 Summing Up

1.8 Questions and Exercises

1.9 Answers to 'Check Your Progress'

1.10 References and Suggested Readings

1.1 Introduction

The family environment where parents and other family members provide proper love and care for the children is conducive to the formative years of the children. Parenting is a full time responsibility which requires both ensuring physical presence and forming emotional bonding of the parents with their children. The essence of parenting lies in nurturing the children through fulfilling and protecting their physical and emotional needs. Active participation by the parents in child rearing helps to ensure child's well-being. Positive and favourable attitudes of parents are the essential elements for moulding the behaviour of the children in a desirable way. Parental ignorance and lack of involvement in child's upbringing may hamper the wholesome growth and development of the children. This unit highlights the influence of favourable and

unfavourable parental attitudes as well as the changing family dimensions on the process of development of the children.

1.2 Objectives

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

- *understand* parental attitude and parental skills,
- *know* the behavioural outcomes of the children with response to parental acceptance and rejection,
- *analyse* the importance of parental acceptance in child development,
- *discuss* the influence of parental rejection on the behavioural outcomes of the children.

1.3 Parental Attitude and Parental Skills

Childhood is the most impressionable period of a man's life. The childhood begins at home and hence home is the most suitable place to live in. At home children develop freedom and spontaneity, all moral, mental and physical developments. So it is rightly said that childhood is the morning period in human life.

During this period all qualities good or bad develop in the child's character. The children learn the difference between generosity and meanness, truth and falsehood, justice and injustice. Children are curious by nature and they seek adult's approval for the things they prepared. Therefore, parents and guardians should guide and channelize the child's curiosity and inquisitiveness.

The mother is the most outstanding personality in the family. She has the power to win over the obstinate child, peevish child and unruly child. She has the ability to create strong impressions in the minds of the children. Therefore, mother is the best teacher of her

child and the education and training provided by her has far reaching affect.

Children are imitative by nature. They try to imitate others based on their interest and ability. Therefore, parents must set some models for imitation. It is good if child select parents as model. Parent must possess those qualities to stand as a model for their children. Besides parents, other person who excels in certain areas may be a model for the children. In this context, parent education is more important than child education.

Home is the place where children are under constant supervision of the parents. They are under the refining influence of their parents and other significant people of the family. An ideal home provides experiences of affection, sense of security, sense of belongingness, sense of community centredness etc. These experiences guide them in the formation of character and personality. It was Russel who advocated establishment of good nursery schools for children did not under estimated this chastening influence of home.

The parental attitude should centre on child's education and personality and intellectual climate of the home. This attitude influence in the development of personality of the children. Rejection or over protection by the parents make them insecure and maladjusted that lead to the conflicts in personality, Good interpersonal relationship among the members of the family help in the development of personality of the children. But lack of love and sympathy towards children may make them delinquent. Parents should know how to channelled child's emotions, sentiments and conflicts at home. They should also insist on discipline at home. According to Pestalozzi "discipline must be based on and controlled by love." Parent's loving cares and positive attitudes are most essential in building up one's personality. But lack of these may develop repressive behaviour that may lead to introvert personality.

1.4 Parental Acceptance and Rejection

Parents are the inevitable part of child's overall development. In all the stages of growth and development, children require parental attention and affection. Parental behaviour expressed through fondness and adoration paved the way for creating sound personality of the children and absence of these feelings may result in dysfunctional behaviour of the children.

Rohner's Parental Acceptance-Rejection Theory (PAR Theory)

Ronald P. Rohner introduced the theory of Parental Acceptance-Rejection with a view to throw light and to foresee the major favourable as well as unfavourable parental attitudes including acceptance and rejection which is responsible for the physical, behavioural, cognitive and emotional development of the children. It provides detailed explanation of how positive behaviour of the parents equips the children with better coping strategies and leads to healthy behavioural outcomes. Primarily, this theory deals with the interrelation between parental acceptance-rejection and expressive behaviours in larger society.

Rohner (1980) termed the 'warmth dimension' of parenting as an integrated outcome of parental acceptance and rejection. In his theory, Rohner considered parental warmth as a bipolar dimension where he put rejection or the absence of parental warmth and attention at one side and acceptance at the other opposite side. According to Rohner, those parents 'who express their love and affection towards their children both physically and verbally' are defined as accepting parents. On the other hand, parents who express extreme hate, disapproval, annoyance or dissatisfaction towards their children can be termed as rejecting parents.

Stop to Consider

Ronald P. Rohner introduced the theory of Parental Acceptance-Rejection with a view to throw light and to foresee the major favourable as well as unfavourable parental attitudes including acceptance and rejection which is responsible for the physical, behavioural, cognitive and emotional development of the children.

Check Your Progress

Q.1. Who introduced the 'Theory of Parental Acceptance and Rejection'?

Q.2. How Rohner defined parental acceptance and rejection?

1.5 Importance of Parental Acceptance in Child Development

Parental acceptance refers to the feelings of love, care, warmth, protection, support etc. shown by the parents towards their children. These feelings make the relationship between children and their parents stronger. It simply implies accepting and understanding child's sentiments, views and experiences. Parental acceptance is manifested through the physical, verbal and symbolic behaviours of the parents.

The physical expressions of parental acceptance are revealed through –

- Embracing and cuddling
- Kissing
- Caressing or touching with affection etc.

The verbal expressions of parental acceptance are revealed through–

- Admiring

- Complimenting
- Appreciating
- Encouraging etc.

Symbolically, for e.g., using certain culture specific gestures also, parental acceptance is expressed.

Parental acceptance positively influences all the stages of development of the children. The accepting parents always create and maintain a democratic family environment for the upbringing of their children. They lead the children towards physical, mental and emotional prosperity and increase the ability to concentrate and to learn. This attitude of parenting motivates the children for the attainment of social skills and for better social adjustment. Through the behavioural expression of emotional warmth and empathetic support, the accepting parents encourage children's well-being and wholesome development.

Parents can provide acceptance by watching and listening to their children attentively and patiently; understanding their inner world diligently; and responding and acknowledging their feelings and thoughts carefully.

Parental acceptance is very crucial for achieving desirable behavioural outcomes of the children:

- Accepting parents value their children and take keen interest in their abilities. It results in developing secure sense of self-identity and positive self-esteem in the children as they also become capable of accepting and valuing themselves like their parents do. It also enhances the capability of forming their own point of view in them.
- Parental acceptance ensures healthy and effective communication skills in the children. Accepting parents

carefully listen and respond to the feelings of the children. It encourages the children to feel comfortable while sharing their perspectives with others.

- Parents' love, empathy, tolerance, respect etc. towards their children itself inculcates those wholesome attitudes in their children.
- The constant support and guidance provided by the accepting parents in every aspects of their children's life pave the way for sound mental development and enhanced emotional stability in the child.
- The children of accepting parents tend to become emotionally sound and joyful. The feeling of acceptance makes the children helpful, cooperative, reliable and most importantly, well-socialized.

Stop to Consider

Parental acceptance is an essential part of parenting which is conducive to bringing desirable physiological and emotional development in the children. But excessive protection and affection of the parents negatively affect the children making them frustrated and lowering their self-confidence.

Check Your Progress

Q.3. The physical expressions of parental acceptance are revealed through

Q.4. The verbal expressions of parental acceptance are revealed through

1.6 Parental Rejection: its Influence on the Behavioural Outcomes of the Children:

Parental rejection implied attitude of parents towards their children expressed through dislike, anger, irritation, dissatisfaction etc. or through any kind of negative feelings. This type of disapproval is shown by the parents towards their children without any valid reason.

In his theory of Parental Acceptance and Rejection, Rohner pointed out mainly four types of behaviour responsible for parental rejection. These are: (1) unaffectionate, (2) aggression, (3) neglecting and (4) undifferentiated rejection.

Unaffectionate behaviour is regarded as the absence of love or affection and the feeling of warmth. Parents reflect unaffectionate behaviour towards their children both physically and verbally. Physical unaffectionate behaviour implies lack of hugs, kisses, cuddles etc. Verbal unaffectionate behaviour includes lack of appreciation, praises, friendly and delightful conversations etc. with children.

When parents behave towards their children with the feeling of anger, hate, animosity, indignation etc. for intentionally hurting them both physically and emotionally – this type of behaviour is termed as aggression. Physical aggression takes place in the form of slapping, striking, punching, shoving, grazing, squeezing, kicking the children or throwing things at them. Verbal expression is expressed through cursing, shouting, ridiculing, disgracing or saying wounding things to the children. Further, using cruel non-verbal gestures also, parents show their aggression towards the children.

Neglect refers to the physical and psychological unavailability of parents for fulfilling child's physical, emotional and social needs. Neglecting parents mostly remain unreachable and unresponsive

towards their children and pay least attention to their overall prosperity. Undifferentiated rejection takes place due to children's feelings that they are unloved, unappreciated, and uncared for, even though, there may not be any clear evidence that the parents are neglecting or unaffectionate.

Parental rejection leads the children towards the deprivation of their basic physical and psychological needs. Withdrawal of love, care, and protection as well as the physical and emotional unavailability of the parents make the children unstable and unsound. It also increases the probability of problematic behavioural outcomes in the children. These behavioural outcomes may be pointed out as follows:

- Parental rejection makes the children more dependent. Their yearning for parental love, caring and attachment increases their attempts to get positive responses from the significant people of their life which eventually develops dependency in them.
- Parentally rejected children tend to be emotionally unresponsive. They are deprived of the love, care and nurturance from their parents and from other important figures attached to their lives. To prevent themselves from further emotional pain, they learn to hide their emotions and also remain unresponsive towards any kind of emotions shown to them. They often unable to develop or maintain good relationships. Failing to express their emotions effectively and unable to accept others' feelings freely may result in troublesome relationships.
- Restraining emotional feelings or inability to express their sentiments easily make rejected children emotionally unsteady and frustrated.

- Lack of parental support and guidance create confusions, incapability, tensions, disappointments etc. in parentally rejected children and due to which they experience anxiety or stress in their day-to-day life. Parental rejection is also responsible for various psychiatric as well as behavioural disorders. It often leads the children towards depression.
- Parentally rejected children express hatred and violence through their behavioural patterns as a reaction to negative parental attitudes. It can make the children more inclined towards delinquency.
- Parentally rejected children tend to develop negative self-esteem and negative self-adequacy. Widely, they form a negative world-view towards the human existence. They consider the empirical world hostile, unfriendly and unpleasant. These perspectives towards the external world mature them into aggressive, unsympathetic and hesitant individual.

Various research studies have been conducted to delve deep into the dimensions of parental acceptance and rejection. These studies provided evidences of significant individual differences existing between parentally accepted and rejected children. Sandhu and Bhargava (1988) confirmed in their study that there exists significant difference in personality traits between accepted and rejected children. The study of Verma and Bansal (1989) revealed that rejected children showed emotional instability, poor educational adjustment and more aggressive tendency. Sengar and Srivastava (1990) in their study reported that rejected children lack in love and affection and expose more hostility and aggression in their behaviour. Bharadwaj (1996) in his study found that parental acceptance is positively related with self-concept, curiosity, cognitive competence and achievement of children, whereas,

rejection leads to poor concept formation and academic achievement.

For ensuring wholesome development of children, parents need to spend good amount of quality time with them. Parents should take interest in facilitating well-being of the children. It is on the part of the parents to create and maintain an environment conducive to proper physical and mental growth of the children. Parents should frequently indulge in activities like playing, friendly and affectionate conversation etc. with their children for developing the sense of security and emotional comfort in them. Parents must help their children in equipping social skills for better adjustment in the society and to develop socially and culturally acceptable manner.

1.7 Summing Up

- In sum we can say that parents should make the home an ideal one where every child can grow like a flower. Sound interpersonal relationships, intellectual attitude are the determinant factors in the formation of character and personality of the children. The mother plays a very important role in educating and training of her children.
- Parenting is a full time responsibility which requires both ensuring physical presence and forming emotional bonding of the parents with their children.
- Ronald P. Rohner introduced the theory of Parental Acceptance-Rejection with a view to throw light and to foresee the major favourable as well as unfavourable parental attitudes including acceptance and rejection which is responsible for the physical, behavioural, cognitive and emotional development of the children.

- Parental acceptance refers to the feelings of love, care, warmth, protection, support etc. shown by the parents towards their children. These feelings make the relationship between children and their parents stronger.
- Parental rejection implied attitude of parents towards their children expressed through dislike, anger, irritation, dissatisfaction etc. or through any kind of negative feelings.

1.8 Questions and Exercises

- Q.1. What are the behavioural outcomes of parentally accepted children?
- Q.2. Discuss the importance of parental acceptance in child development.
- Q.3. Discuss the concept of parental rejection.
- Q.4. Discuss the effect of parental attitude on personality development of children.

1.9 Answers to ‘Check Your Progress’

Answer No. 1:- Ronald P. Rohner introduced the theory of Parental Acceptance-Rejection.

Answer No. 2:- According to Rohner, those parents ‘who express their love and affection towards their children both physically and verbally’ are defined as accepting parents. On the other hand, parents who express extreme hate, disapproval, annoyance or dissatisfaction towards their children can be termed as rejecting parents.

Answer No. 3:- The physical expressions of parental acceptance are revealed through –

- Embracing and cuddling
- Kissing
- Caressing or touching with affection etc.

Answer No. 4:- The verbal expressions of parental acceptance are –

- Admiring
- Complimenting
- Appreciating
- Encouraging etc.

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UNIT-2

CHILDREN OF BROKEN HOMES AND WORKING MOTHERS

Unit Structure

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Concept of Broken Homes
- 2.4 Children of Broken Homes
 - 2.4.1 Impact of Family Breakdown on Children's Behaviour
 - 2.4.2 Ways to Reduce Problems Faced by the Children of Broken homes
- 2.5 Children of Working Mothers
 - 2.5.1 Problems Faced by the Children of the Working Mothers
 - 2.5.2 Steps to Minimize the Problems Faced by the Children of the Working Mothers
- 2.6 Summing Up
- 2.7 Questions and Exercises
- 2.8 Answers to 'Check Your Progress'
- 2.9 References and Suggested Readings

2.1 Introduction

The family is the fundamental and complex entity of society. It is characterized by the emotional bonding exists among the family members and their unconditional love, care and support towards each other. Sound and effective interrelationships between parent and children, husband and wife as well as between siblings are the base for a good family environment. The family acts as an important and strong agency for the harmonious development of the children throughout their formative years. Therefore, it is very important to

maintain a pleasant family environment for providing the children physical and emotional protection. Within each family, certain amount of sufferings and interpersonal problems including dispute, enmity, hostility or quarrel among the family members can be seen. Normally, these types of family problems do not hamper the progress of the children. But, if the intensity of these problems increases or severe marital conflict, family or siblings disagreement takes place, then it leads to family breakdown which negatively affects child's development.

2.2 Objectives

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

- *understand* the concept of broken home,
- *identify* various causes of broken family,
- *discuss* the impact of broken families on child's growth and development as well as behaviour,
- *explore* various ways to reduce problems faced by the children of broken homes,
- *explain* the influence of mother's working status on the development of the children.

2.3 Concept of Broken Homes

First let us understand the concept of broken home. A broken home is one where

- There is no good interpersonal relationship between father and mother.
- There is no good interpersonal relationship in between the other members of the family.

- Parental separation leads to a single parent family and
- Death of one parent lead to a single parent family.

2.4 Children of Broken Homes

There are various causes of broken family. These are as follows:

Death of parents: Death diminishes the solidity of the family. All death in the family may not be the reason for family breakdown, but the sudden demise of or mother or father can shatter the foundation of the family. When the children get to know that the parent leave their side for good, they get devastated and become emotionally disturbed. The loss of the parent drastically changes the pattern of functioning of the family and it may cause the breakdown of the family.

If the child is in his or her early years of life, the loss of mother likely to be more detrimental than the loss of the father. Paid caretakers or even close relatives cannot provide the love and warmth to the child as of the mother. Absence of maternal attachment in the early years of life makes the children emotionally insecure in future. For the older children, loss of the father becomes grievous than the loss of the mother. The mother has to take the responsibility of both homemaker and bread-earner for the family and therefore, she becomes unable to provide quality time and energy to the children. Accordingly, the children feel neglected and unloved and become discontented. If the children lose both parents, the problems become more severe as they have to adjust with other persons or persons totally unknown to them.

Divorce of the parents: Divorce is in no way, favourable for the family life. Divorce is the main reason responsible for broken family. The common causes of divorce are – frequent feuds between

husband and wife, monetary problems, lack of understanding, loss of trusts towards each other, health related issues etc. For a child, going through the process of divorce of the parents is very hard. In this process, the children have to suffer the most.

Other causes: Apart from death as well as the divorce of the parents, certain other causes also contribute to the breakdown of the family by creating problems in the family life. These include extreme poverty of the family, alcoholism and drug addiction of the family members, inability to effectively run the family by the key person etc.

Stop to Consider

Some children are benefitted by the divorce of their parents as it ends the damaging family environment which includes severe parental dispute and extreme violence.

2.4.1 Impact of Family Breakdown on Children's Behaviour

The broken homes distinguished by disunity, conflict, reciprocal mistrust and animosity among the family members are harmful for children's physical, emotional and social development. In such an environment, children clearly display grief, stress and disturbed behaviour.

Parents' permanent separation through death and divorce greatly affect the children damaging them physically, emotionally and socially. Children require congenial home environment for their wholesome growth and development. They cannot obtain and feel love, protection and concern in an unhealthy environment of broken family. As a result, they tend to grow bad manners in their behaviour. Children coming from broken families create problems

through rivalry and unrest in school as well as other public places. Due to financial crisis of their families, sometimes they even develop the tendency to steal and rob.

The family breakdown leads the children towards insecurity. The absence of mother or father or both parents develops the sense of incomplete family in the children. This further leads to develop jealousy towards other children who are loved and cared by both their parents. Most of the times, the children of the divorced parents feel ashamed of their family situation and thus, develop low self-esteem. Moreover, they express socially maladjusted behaviour.

The children of the broken families fall prey to the clutches of different emotional disorders such as, depression, anxiety, frustration etc. or more severely, even develop suicidal thoughts. It is because they are deprived of the emotional attachment from the significant people of the family. The formation of stepfamily also may not work always. Rather, it sometimes leads to more complicated problems causing more sufferings for the children.

Due to the partial or permanent separation of the parents, children become less interested in their academic activities. This often results in poor scholastic achievement. Moreover, changing family patterns due to parent' separation make the children more indulged in household activities. This early indulgence in family matters creates confusions in the tender minds of the children and it frequently leads to stress and strain.

2.4.2 Ways to Reduce Problems Faced by the Children of Broken Homes

It is very important to reduce the difficulties faced by the children of the broken families as soon as possible, as failing to doing so may hamper the harmony of the society in the long run. Different ways to

reduce problems faced by the children of the broken homes may be pointed out as follows:

- Re-marriage is mostly used solution for mending the bond of the broken family. It provides the parents a second chance to reconsider the future of the children. Parents should be very much cautious in this regard and must encourage developing new positive relationships within the family. It helps the children to achieve the sense of security and fulfilment again.
- After the breakdown of the family, it is mostly on the part of the parent to focus and to give more quality time and energy on his or her relationship with the children for also providing the children with the love of the left or separated partner.
- Parents should focus more on strength and positivity during the problematic phase of the family. Other family members should also help the children overcoming the difficult situation by equipping them with different coping strategies. If the parent tries to cope with the problems, the child will spontaneously follow.
- Family members should always work for sticking the family together and thus, preventing family breakdown. For this purpose, it is essential for the family members to have quality time spend together, engaging together in joyful activities mutual co-operation for smooth family administration etc.
- It is very important to instil the quality of forgiveness and acceptance in the children. It will help the children to let go of the things that are out of their control rather than holding

on to this. It will also reduce their sense of deprivation, frustration or anxiety.

- If the impact of broken home becomes severe, then it is better for both the parent and children to consult with a counsellor. Counselling service is very helpful for ensuring the emotional well-being and better coping strategies of the individual. Counselling enhances the capacity in both parent and child to face and overcome the adverse family situations.

Check Your Progress

Q.1. What are the causes of family breakdown?

2.5 Children of Working Mothers

Role of the mother in child's life: A mother and child's relationship is a special bond as compared to the child's relationship with others in the family and it has been accepted since ages. In the words of Agatha Christie, "A mother's love for her child is like nothing else in the world. It knows no law, no pity. It dares all things and crushes down remorselessly all that stands in its path."

A mother feeds her children with her own blood in the womb and does a lot of sacrifices to raise her children. She is a substitute of God on this earth. No love can exceed or even match the love of a mother for her child. Mother is the best trainer and guide of every child. She teaches how to take those first steps of life, how to speak and the behavioural lessons which help an individual to become a better human-being. Mother is the one who frames their children, the one who builds them physically and mentally and empower them to face the world. All the great men have achieved success

mainly because of the support and devotion of their mothers who always stood by them and motivated to perform ahead in the battle of life.

Working mothers: In the past, in a traditional family, the man was responsible for all the financial matters and expenses and the woman for the raising of the children and all the housework. Today's society has been subjected to fast and rapid changes. The social and economic forces have narrowed down the distinction between men and women in respect of their sphere of work. Science and technology have changed modern life to a great extent and women are seen to be engaged in work outside the home. The economic compulsion has also been greatly responsible for making women seek jobs. Moreover, today, women are more independent and educated than they were in the past and they share equal rights and responsibilities as men.

Being a working mother is difficult. The mother-child relationship depends to a great extent on the child's age at the time the mother starts to work. If a mother begins working before the child becomes accustomed to spending most of the time with her before any definite relationship has been established – the effect will be minimal. If strong attachment has been formed, however the child may suffer from maternal deprivation unless a satisfactory mother substitute is provided.

2.5.1 Problems Faced by the Children of the Working Mothers

Gone are the days when mother devoted her whole life for development of her children. Today, women are becoming more active, independent and prefer progress in their career rather than been recognised as just homemakers. But in some cases, maternal

employment may negatively affect the development of the children. Some problems in this regard are as follows:

- Working mothers cause bad early developmental effects on their children. Parents are the first teacher of a child, especially the mother. Imitating others' action is the basic instinct of learning. If mothers work outside for long time, then the children have nobody to imitate and hence they get less chances to learn abilities.
- Working mothers may cause mother-child barriers. The relationship between mother and children is the closest one. If the mother is working outside during her children's childhood, some estrangement may be created. This will cause barriers in the communication between mother and children and that may cause domestic contradictions and become a hidden trouble in future.
- Children of working mother may face the problem of psychological damage. Children are very weak – both in their body and mind. The unavailability of mother during any problematic situation can create the feeling of helplessness among the children.
- Due to less mother's care, children of working mothers tend to be unsociable, eccentric and have an inferior mentality and they usually have less confidence and less communicative with others.
- Some working mothers have to take their child to childcare centre. But the poor quality child care or day care services can hamper a child's emotional and social development. Under-qualified and over-burdened staff and poor facilities at the day care can affect the child's physical and psychological health.

- The children of working mother may feel alone and fall in bad company in search for friendship and affection, being alone in their house for most of the time. The parents do not have time to attend the important school meetings, functions etc. or talk to the child about his problems which may develop guilt, inferiority or he may end up having depression in worst cases.
- The children of the working mothers face more health problems. The children's health could be impacted negatively because of the added burden on the mother's time, resulting in less supervision or care of the children i.e., less time to prepare healthy meals or clean the home etc.
- There have been many cases where children of working mothers face behavioural problems like maladjustment, anxiety, stammering, stealing, bed-wetting, telling lies, love for isolation etc.
- Working mothers may feel over-burdened and weary of trying to balance work and family. If they bring their frustration home, children could develop a negative attitude. They could perceive their work as a source of distress for the family.
- Mothers, in spite of having their kid's best interests at heart, may fail to provide their kids a safe emotional outlet. They may not be enthusiastic to hear their kids' issues elsewhere or simply make them feel that their parents are not interested in their lives.
- Problems can arise between parents over the mother's employment. Such parental conflict can adversely affect children. It could damage their self-esteem and make them insecure.

- Children of working mothers tend to have a less healthy lifestyle than those whose mothers stay at home. They snack on more junk food, spend more time in front of the TV and do less exercise.

The lack of proper care due to mother's partial absence from homes has been reflected in various studies. Children must not be neglected since nurturing and caring for young children is very essential for their developmental aspects.

2.5.2 Steps to Minimise the Problems Faced by the Children of the Working Mothers

The working mothers must struggle to balance their domestic and professional roles in order to reduce the problems arising between the mother-child relationships. Solutions do exist which a working mother can consider in order to keep her child happy. The solutions are as follows:

- The working mothers must make special arrangements such as day-care centre or a reliable person to take care of their children in her absence.
- Working mothers should understand their children's problem and must try to solve it.
- They should listen to their kids carefully and try to understand their needs. Mothers should talk to their children telling them about their day and asking about theirs.
- The kids should be tackled with love and patience. Mothers should give them individual attention.
- Children like games very much and mothers should spare adequate amount of time playing with children. It helps in

lessening the isolation of children and enhances the emotional development and attachment.

- The mothers must not get angry with the kids due to their work pressure.
- They should keep their home and work stress separate to live happy life. While returning from the workplace, their first priority should be their children.
- Good time management helps the working mothers to spare quality time with their kids. It is not the quantity of time mothers spend with their children but the quality that matters. A working mother who spends one hour of quality time everyday with her child will help establish a better bond with her child.
- They should keep themselves updated with their kid's school reports and should meet the school teachers regularly to know the progress of their child.
- Often working mothers succumb to children's demands very easily because they feel guilty. They feel that they can compensate for their absence by giving their children money or gifts. But, a child's needs are not material. Children want warmth and emotional security which the mother must try to give.

Mothers must develop a bond with their children from an early age. Even if she works, she must spend quality time with her children. If children get attention when they are young, they are able to cope better as teenagers. Children who have a close bond with their parents are more apt to talk to them freely when they grow up.

The most important factors of a child's development and well-being are the mother's sense of fulfilment and quality of time spent

together. If a working mother can ensure that her kids are well loved and well cared for, then there is no need for her to feel guilty about anything. It is the quality of parenting that counts. Women can be good mothers regardless of whether they stay at home or work outside. A mother who successfully manages both an outside job and parenthood provides a role model for her child.

Stop to Consider

Research studies conducted on the maternal employability confirmed that mother's employment boosts self-confidence of their children.

Check Your Progress

Q.2. Mention four ways a working mother can consider to minimise the problems faced by her children.

2.6 Summing Up

Parents play an important role in building the personality of their children. So parents must provide an intellectual climate at home. The thirst for knowledge, checking school works regularly, encouragement by parents etc constitutes an intellectual climate at home. Another important factor that affects the personality development of children is the relationship between parents and other members of the family. A healthy relationship among the family members helps the children to receive intellectual stimulation. But, the children of broken homes are deprived of such kind of intellectual stimulation and poses adjustment problems at school.

It is a true fact that home is an ideal place for proper personality development. But Russel pointed out some defects and drawbacks of home and recommended the establishment of Nursery schools to nurture children. According to him some physical and psychological needs such as sufficient light and air, diet, space for romp and play, companion of other children, escape of parental interest and environment with appropriate amusement are wanting in poor and uncultured homes. So Russel remarked that "children deprived of all these needs until the age six are likely to be sickly, unenterprising and nervous."

Another important point is that school should organise parents' Day or 'parents teacher Association' in order to exchange views on various educational problems, the problems faced by the school and to explain new plans for the school and community Scotland is a country where parental cooperation is at the highest level. The parents do their best for the school in which their children are educated and for the masters educating them.

The home and the school are the most important agencies in developing the personality of the children. So these two agencies must work as an organic whole' to mould the personality of the children.

The children of working mothers are most affected physically, emotionally and psychologically. Such children suffer from proper growth and development due to improper care food and love.

This leads to malnutrition and emotional disturbance and many other psychological problems. Such children suffer from maladjustment problem in future life.

The broken homes distinguished by disunity, conflict, reciprocal mistrust and animosity among the family members are harmful for children's physical, emotional and social development.

The lack of proper care due to mother's partial absence from homes has been reflected in various studies. Children must not be neglected since nurturing and caring for young children is very essential for their developmental aspects.

The working mothers must struggle to balance their domestic and professional roles in order to reduce the problems arising between the mother-child relationships.

2.7 Questions and Exercises

Long Questions

Q.1. Discuss the effect of parental attitudes on personality development of children of broken home.

Q.2. Elaborate the ways to minimize the negative effects of broken family on child development.

Q.3. Write in detail the problems faced by the children of the working mothers.

Write Short Notes on the following:

Q.4 (a) Broken homes children

(b) Children of working mothers

2.8 Answer to Check Your Progress

Answer No. 1:- The major causes of family breakdown are:

1. **Death of parents:** Death diminishes the solidity of the family. All death in the family may not be the reason for family breakdown, but the sudden demise of or mother or father can shatter the foundation of the family. When the children get to know that the parent leave their side for good,

they get devastated and become emotionally disturbed. The loss of the parent drastically changes the pattern of functioning of the family and it may cause the breakdown of the family.

2. **Divorce of the parents:** Divorce is in no way, favourable for the family life. Divorce is the main reason responsible for broken family. The common causes of divorce are – frequent feuds between husband and wife, monetary problems, lack of understanding, loss of trusts towards each other, health related issues etc. For a child, going through the process of divorce of the parents is very hard. In this process, the children have to suffer the most.
3. **Other causes:** Apart from death as well as the divorce of the parents, certain other causes also contribute to the breakdown of the family by creating problems in the family life. These include extreme poverty of the family, alcoholism and drug addiction of the family members, inability to effectively run the family by the key person etc.

Answer No. 2:- The steps that can be taken by a working mother for minimising the problems faced by her child are:

1. The working mothers must make special arrangements such as day-care centre or a reliable person to take care of their children in her absence.
2. They should keep their home and work stress separate to live happy life. While returning from the workplace, their first priority should be their children.
3. Good time management helps the working mothers to spare quality time with their kids. It is not the quantity of time mothers spend with their children but the quality that matters. A working mother who spends one hour of quality

time everyday with her child will help establish a better bond with her child.

4. The mothers must not get angry with the kids due to their work pressure.

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Block : IV
Adolescences

Unit 1 : Physiological Development During Adolescence

Unit 2 : Mental Development During Adolescence

Unit 3 : Emotional Development During Adolescence

Unit 4 : Moral Development During Adolescence

Unit 5 : Social Development During Adolescence

UNIT- 1

PHYSIOLOGICAL DEVELOPMENT DURING

ADOLESCENCE

Unit Structure:

- 1.0 Introduction
- 1.1 Objectives
- 1.2 Adolescence
- 1.3 Characteristics of Adolescence
- 1.4 Developmental Aspects of Adolescence
- 1.5 Physiological Development during Adolescence
 - 1.5.1 External Changes
 - 1.5.2 Internal Changes
- 1.6 Comparison of Physical Development of Adolescent Boys and Girls (Table)
- 1.7 Puberty and Sexual Development
- 1.8 Concerns about Physical changes of both the sexes
- 1.9 Summing Up
- 1.10 Questions and Exercises
- 1.11 References and Suggested Readings

1.0 Introduction

As you all know that, Adolescence is a crucial stage in life when many changes happen all at once. It's the time between childhood and adulthood, often called the "teenage" years. During this period, their body grows and changes, their mind starts thinking in new ways, and their feelings and beliefs also evolve. It's when they begin to move away from dependency to autonomy. It is a period of demanding significant adjustment to the physical and social changes which distinguish childhood behaviour from adulthood. This phase is full of learning and discovery. Adolescents might notice shifts in

how they see themselves and the world, making it a time of both excitement and challenges. As they grow, they face new responsibilities, form deeper relationships, and explore their interests and values. Sometimes, these changes can feel confusing or overwhelming, and they may encounter ups and downs along the way. Therefore, it is very necessary to know and study the adolescence behaviour to overcome the various problems of the period. Moreover, we need to understand not only the physical significance of adolescent, but also what these changes reflect about the nature of human experience. In this unit, we will be focusing on adolescence, characteristics of adolescence, developmental aspects of adolescence, physiological development during adolescence, comparison of physical development of adolescents boys and girls, puberty and sexual development and concerns of physical changes of both the sexes.

1.1 Objectives

After going through this unit, you will be able to-

- *define* Adolescence
- *identify* the various developmental aspects of adolescents
- *discuss* about the physiological development during adolescence
- *compare* the physical development of adolescent boys and girls
- *gain* insight into puberty and sexual development
- *understand* the concerns about physical changes of both the sexes

1.2 Adolescence

Adolescence is derived from Latin word “adolescere” which means to grow into maturity. It is a stage which lies between 12 to 19 years. At this stage, the child grows to maturity physically, mentally, emotionally and socially. Adolescence is the period of transition from childhood to adulthood and it is also called period of “Challenges and Potential”. He is faced with great challenges on account of his rapid physical growth, soaring as well as falling ideals and his search for identity as he is neither child nor an adult, his growing sexual desires, heightened emotions and lack of appropriate opportunities to channelize his enormous energy. All these together make adolescence a stage of “stress and storm.” The life is full of tremendous energy. The curiosity and experimentation at one time paves the path to success and at other, may cause uncertainty. It is a state in which the person has already broken with the happy age of childhood, but has not found himself in adult life. That is why adolescents mind is confused. The age of Psychological manifestation that have caused it to be described as “an age of crisis and transition.” Thus, we can say that adolescence is a very delicate period in ones life. It is a challenging period for the teachers, parents and other members of the society. Now, let us discuss some of the important characteristics of adolescence.

Stop to Consider

Adolescence is derived from Latin word “adolescere” which means to grow into maturity. It is a stage which lies between 12 to 19 years. At this stage, the child grows to maturity physically, mentally, emotionally and socially.

1.3 Characteristics of Adolescence

Adolescence is a difficult journey of self-exploration and interaction with the world. It is characterized by contradictions, fantasies, surprises and uncertainties while posing immense possibilities and threats. The characteristics of adolescents are described below-

Transitional Period

Adolescence is a transitional period from child to adult life. The physical change that takes place during the early years of adolescence affect the individuals behavioural level and lead to re-evaluation and a shifting adjustment of values. During this transition, adolescence is confused about their identity and the role that he/she has to play.

Problem Age

Adolescence is a problem age. Throughout childhood, their problems were met and solved by their parents and teachers, so many adolescents are inexperienced in solving the problems. The adolescents want to feel that they are independent and they demand the right of coping with their problems, rebuffing the attempts on the part of the teachers and the parents to help them.

Emotional Changes

This period is marked by heightened emotional intensity and mood fluctuations. Adolescents are often more self-aware and may experience feelings of insecurity or self-doubt as they navigate new challenges and their evolving sense of identity. They frequently undergo intense, unpredictable mood swings and remain highly self-conscious. The hormonal influences they face launch them on an emotional roller coaster filled with exaggerated, uncontrollable feelings, which can lead to frequent conflicts and significant stress.

Social Changes

Peer relationships become central to their lives, and the need for acceptance and belonging grows. Adolescents start exploring romantic relationships, experience shifting dynamics with family members as they seek greater independence, and undergo identity exploration to form a cohesive sense of self.

- **Desire for independence and prove their identity**

Adolescents are eager to assert their independence and be regarded as mature individuals. In their quest to define who they are, they often place high value on status symbols, such as fashionable clothing and prized possessions. This drive to differentiate themselves from their parents frequently leads to acts of rebellion.

- **Egocentrism**

Egocentrism in adolescence refers to an increased self-awareness where young people believe that others share the same intense interest in them as they do in themselves. This often drives them to engage in attention-seeking behaviours, striving to be noticed and to stand out as unique. Some scholars argue that this self-centred perspective can contribute to risky behaviours such as drug use, suicidal tendencies, and neglecting to use contraceptives during sexual activity.

- **Curiosity and experimentation**

Adolescents are curious, innovative, exploring and experimenting. Fascinated by “adult” behaviours; they are motivated to try out forbidden activities like rash driving, sex and experiments with drugs.

1.4 Developmental aspects of Adolescents

Adolescence is a transition period between late childhood and adulthood. It is critical but important period in one’s life. During

this period, an individual experiences profound changes in various aspects of human life. These aspects of life of adolescents are:

1. Physiological development
2. Mental Development
3. Emotional Development
4. Social Development
5. Moral Development

Development in all the above aspects in the life of an adolescents are essential. Among all these aspects, let us now discuss about the physiological development of an individual during his/her adolescence period.

Stop to Consider

Adolescence is a transition period between late childhood and adulthood. It is critical but important period in one's life. Egocentrism in adolescence refers to an increased self-awareness where young people believe that others share the same intense interest in them as they do in themselves. This often drives them to engage in attention-seeking behaviours, striving to be noticed and to stand out as unique.

Check Your Progress

1. Describe the period of adolescence.

1.5 Physiological Development During Adolescence

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

development of an individual. At the start of adolescence, our bodies go through many fast and noticeable changes. Kids suddenly grow taller and gain weight. In girls, breasts begin to form, while in boys, facial hair appears and voices become deeper, along with stronger sexual feelings. Facial hair in males normally appears in a specific order during puberty. The first facial hair to appear tends to grow at the corners of the upper lip, typically between 14 to 16 years of age. It then spreads to form a moustache over the entire upper lip. This is followed by the appearance of hair on the upper part of the cheeks, and the area under the lower lip.

This stage is marked by bodily changes and development of primary and secondary sexual characteristics. Primary sexual characteristics refer to the development of male and female reproductive organs such as the testes and the ovaries. Secondary sexual characteristics refer to other characteristic indicators of adult male and female bodies. The development aspects of sexual maturity among girls and boys vary. Muscles and bones grow stronger. The body's trunk gets longer, the chest becomes wider, and the heart gets more stronger. The vital capacity of the lungs, circulatory and respiratory systems increases in size and the digestive system also becomes more efficient. All of these bodily changes happen naturally because of hormones.

The major landmark of puberty for males is the first ejaculation, which occurs, on average, at age 13. For females, it is menarche, the onset of maturation, which occurs, on average, between ages 12 and 13. The age of menarche is influenced by heredity but a girl's diet and lifestyle contribute as well. For girls, early maturation can sometimes lead to increased self-consciousness. Because of their bodies developing in advance, pubescent girls can become more insecure. Consequently, girls that reach sexual maturation early are more likely to develop eating disorders because most of the girls

diet to lose weight. In addition, girls may have to deal with sexual advances from older boys before they are emotionally and mentally mature.

By age of 16, girls have usually reached full physical development. At this age, boys are close to completing their physical growth, which is usually attained by age of 17 or 18. Teenage and early adult males may continue to gain natural muscle growth even after puberty.

Individuals exhibit a wide range of physical changes as they age, and notable differences are seen between the sexes. For example, although girls typically begin their growth spurt earlier than boys, boys continue to grow for a longer period. This extended period of development often leads to men being taller at full maturity. Additionally, after puberty, boys tend to develop a greater muscle mass compared to girls, resulting in a consistent advantage in strength that becomes more pronounced with age. These differences are largely driven by hormonal influences. In boys, hormones such as testosterone promote not only longer growth periods but also the development of larger muscles. In contrast, girls experience hormonal changes that lead to different growth patterns and physical attributes. Genetics, nutrition, and environmental factors also play significant roles in shaping these individual differences.

Individual differences in physical development are also influenced by the timing of maturation. Those who mature later often develop broader shoulders compared to early maturers, whose legs tend to be more compact and stocky. In contrast, late maturers generally exhibit longer, more slender legs. Moreover, early-maturing girls usually grow taller, weigh more, and display a higher weight-for-height ratio than their peers who mature later.

The Physiological changes are those changes which occur constantly in the living cell as a result of the function of pituitary glands. These changes are of two types- External and Internal. The growth and function of all the important external and internal organs also reaches to its maximum and all the glands becomes extremely active. Some of the physiological changes that takes place during adolescence are discussed below-

1.5.1 External Changes

External changes are those changes that can be seen. These are:

- 1) Height-**Adolescence is the period when physical growth happens more rapidly than at any other time in life. Typically, girls reach their full height by around 17 or 18, while boys usually complete their growth about a year later. During these years, children can grow several centimeters per year, making it the fastest period of growth in their entire life. This accelerated growth is largely driven by hormonal changes, including an increase in growth hormone and sex hormones such as estrogen and testosterone. Genetics play a crucial role, but proper nutrition, regular physical activity, and overall health are also vital for maximizing growth potential. Moreover, Boys and girls who were immunized during babyhood are usually taller than those who are not immunized and who as a result suffered more from illness that tended to stunt their growth.
- 2) Weight-**Adolescents experience a significant increase in weight as they grow. On average, a child's weight increases from about 67 pounds at age 10 to about 134 pounds by the time they are 18. Girls usually reach their full height and

weight by around 18 years of age, while boys often continue to grow beyond that age.

3) Body Proportions-During adolescence, the body undergoes significant shifts as its different parts gradually come into better balance. Bones and muscles grow to their fullest extent, and the overall physique starts to reflect adult proportions. Boys typically develop broader shoulders, a longer facial structure, thinner lips, and straighter leg lines, while girls often end up with narrower shoulders, rounder faces, wider hips, and more curved leg lines. In addition, bones become denser and longer, with arms and legs growing considerably larger, and the abdomen expanding. Facial features, such as the nose and chin, also become more prominent. Between the ages of 12 and 14, girls grow more rapidly than boys.

4) Sex organs-During puberty, the reproductive organs of both boys and girls grow and mature, and for the first time, secondary sexual characteristics begin to appear as a result of hormones produced by the gonads. For example, boys experience significant changes in their vocal quality, typically resulting in a deeper tone, while girls develop a voice that takes on a uniquely refined quality. Along with these vocal changes, both genders see an increase in body hair and the development of other sex-specific features—girls acquire more pronounced feminine characteristics, and boys start exhibiting traits that are traditionally masculine. In addition to these physical transformations, puberty also triggers rapid growth in height and changes in body composition. This period of development is orchestrated by hormones released by the pituitary gland, which regulates a wide range of functions that contribute to overall maturation.

While girls generally show signs of physical development earlier than boys, the timing and intensity of these changes can vary widely among individuals.

1.5.2 Internal Changes

Internal changes are those changes which cannot be seen but can be measured. These are:

- 1) Digestive System-**As the body matures, the stomach undergoes a transformation by becoming longer and adopting a less flat, tubular shape. Simultaneously, the intestines not only extend in length but also widen, which is accompanied by a thickening and strengthening of the muscular layers in both the stomach and intestinal walls. In addition, the liver increases in weight and the esophagus lengthens.
- 2) Circulatory System-** During adolescence, the heart undergoes rapid growth; by the age of 17 or 18, it weighs roughly twelve times more than it did at birth. Similarly, the blood vessels experience significant changes—their lengths extend, and the walls thicken until they reach a mature state in tandem with the heart. As the heart enlarges and the blood vessels strengthen, the body is better equipped to efficiently circulate blood, ensuring that oxygen and essential nutrients are delivered to rapidly growing tissues. These changes not only support the active lifestyle typical of adolescence but also establish a solid foundation for cardiovascular health in adulthood, helping to manage the stresses and metabolic demands that come with later life.
- 3) Respiratory System-**By the age of 17, a girl's lung capacity is nearly fully developed, while boys typically take several

additional years to reach a comparable level of maturity. This difference in developmental timing is one aspect of the broader variations in physical growth patterns observed during adolescence.

- 4) **Endocrine System-**During early adolescence, the gonads become more active, leading to a temporary disruption in the overall balance of the endocrine system. As these sex glands rapidly develop and start functioning, they still require several more years to reach their fully mature size—a process that often concludes in late adolescence or early adulthood. For instance, by the age of 17, girls generally have nearly achieved their full lung capacity, whereas boys typically require several additional years to reach a similar level of maturity. This variation in developmental timing is just one example of the diverse growth patterns that occur during adolescence.
- 5) **Body Tissues-** The skeleton stops growing at an average age of eighteen. Tissues, other than bone, continue to develop after the bones have reached their mature size. This is especially because of muscle tissues.
- 6) **Blood Circulation-** The blood vessels are big in childhood and the heart is comparatively small. In adolescence, the blood vessels increase in length, width and area.

Stop to Consider

The Physiological changes are those changes which occur constantly in the living cell as a result of the function of pituitary glands. These changes are of two types- External and Internal. External changes are those changes that can be seen. Internal changes are those changes which cannot be seen but can be measured.

1.6 Comparison of Physical Development Among Adolescent Boys and Girls

Boys	Girls
<ul style="list-style-type: none"> • Sudden increase in height and weight • Voice changes • Growth of pubic hair • Growth of under arm hair and course body hair • Growth of facial hair • Thoracic and muscular development • Widening of chest and shoulders • Enlargement of testes • Activation of oil and sweat glangs • Increased perspiration • Onset of ejaculation • Initial loss of body fat 	<ul style="list-style-type: none"> • Sudden increase in height and weight • Voice changes • Growth of pubic hair • Growth of under arm hair • Growth of breasts and pelvis • Onset of menarche • Activation of oil and sweat glands • Completion of the growth of uterus and vagina • Fat gain in the region of thighs, hips, upper arms and buttocks

Stop to Consider

Primary sexual characteristics are those characteristics which are inborn and are directly related to the reproductive system.

Secondary sexual characteristics are the results of hormonal changes in the body during puberty. These changes are faster in girls than in boys. Some changes are common in both boys and girls while others are specific to each gender. This is due to the different hormones released by them. Growth of pubic hair, facial hair and under the armpit, increase in height, sweating etc. are some of the secondary sexual characteristics.

Check Your Progress

2. What are the physical changes that occur among male and female adolescents?
3. What do you mean by Primary and Secondary sexual characteristics?
4. Discuss any two characteristics of Adolescence.

1.7 Puberty and Sexual Development

Puberty is a period of several years in which rapid physical growth and psychological changes occur, culminating in sexual maturity. It is the stage of life during which you become biologically and sexually mature. The average onset of puberty is at 10 for girls and age 12 for boys. Every person's individual timetable for puberty is influenced by heredity and environmental factors.

The Development of both primary and secondary sexual organs constitutes sexual development. Sexuality and sexual desire usually begins to intensify along with the onset of puberty. In boys, appearance of facial hair and other body hair marks, enlargement of penis and testes and the first spermarche, i.e the first ejaculation of mature sperm indicates the onset of primary sexual characteristic. In girls, internal organs grow larger and increase in weight, growth of breasts, and it is menarche, the onset of menstruation, which occurs, on average, between ages 12 and 13.

Generally, the secondary sexual characteristics are marked by hormonal changes connected with the maturing of the reproductive system. These changes occur in girls faster than in boys. Some changes such as sweating, increase in height and weight, hair growth in pubic region and under arms, are common to both the sexes.

The timing of puberty can have important psychological and social consequences. Early maturing boys are usually taller and stronger than friends. Pubescent boys often tend to have a good body image, are more confident and secure. Late maturing boys can be less confident because of poor body image when comparing themselves to already developed friends and peers. However, early puberty is not always positive for boys and early sexual maturation in boys can be accompanied by increased aggressiveness due to surge of hormones that affect them. Studies have shown that, early maturing boys are more likely to be sexually active and are more likely to participate in risky behaviours.

When the rapid physical changes of early adolescence subside, the awkwardness typically associated with puberty tends to fade. Older teenagers have had ample time to learn how to coordinate their growing bodies, and their enthusiasm to put their newfound strength to good use further diminishes any earlier clumsiness. For boys, this means that significant gains in strength usually occur after age fourteen, as increased muscle mass drives further development. In contrast, girls often show marked improvement up until around fourteen, after which their progress levels off—not because of an inability to gain strength, but largely due to evolving interests and priorities. Girls typically reach their peak physical strength at about seventeen, while boys continue to build strength until they are around twenty-one or twenty-two.

Check Your Progress

5. Write a note on Puberty.

1.8 Concerns About Physical Changes

Adolescence is a period of intense physical and emotional transformation. During these years, rapid growth spurts, the emergence of secondary sexual characteristics, hormonal shifts, and changes in body composition can spark a range of concerns. Teens often become highly aware of their evolving appearance and may feel awkward or self-conscious, constantly comparing themselves to their peers and wondering if they're "developing correctly." For instance, girls might feel uneasy about breast development and the onset of menstruation, while boys may be preoccupied with voice deepening, increased muscle mass, and changes in height.

Moreover, these physical changes often come with emotional ups and downs and can influence social interactions and self-esteem. The fluctuations in mood and energy levels, coupled with new social expectations, can create additional pressure. It's also important to recognize that every adolescent develops at their own pace, and while these concerns are normal, supportive guidance from parents, educators, and healthcare professionals can help ease these transitions. Open conversations about body image and development can foster a healthier self-view and build resilience during this challenging yet formative stage.

For many girls, menstruation presents significant challenges due to the array of physical and emotional discomforts it brings. They often endure painful cramps, unexpected weight fluctuations, headaches, back pain, and breast tenderness, while also facing mood swings, bouts of depression, restlessness, and episodes of crying without any clear cause. In contrast, boys generally do not experience these specific physiological hardships. Both genders, however, can be troubled by skin conditions such as acne and other eruptions. As acne worsens, so does the level of anxiety surrounding it. Both boys and girls share this concern; however, boys may feel especially

vulnerable since they generally don't have the option of using cosmetics to mask blemishes as readily as girls do. This lack of an easily accessible cover-up method can lead to diminished self-confidence and increased self-consciousness. Moreover, these challenges can affect social interactions and overall emotional well-being. During early adolescence, many boys and girls experience a persistent concern over obesity that first emerges during puberty. However, as they grow taller and begin to regulate their eating habits—often by reducing the intake of junk food—they tend to lose some of the excess weight that defined their earlier years. Moreover, careful selection of clothing helps to create the illusion that they are more slender than they actually are.

It is unusual for adolescents, boys or girls, not to be concerned about their physical attractiveness. Few are satisfied with their appearance and many are concerned about what they can do to improve it. Adolescents realize that people treat those who are attractive more favourably than they do those who are less attractive. When they feel that they are less attractive than they had hoped to be when their growth was complete or nearly complete, they are concerned about what they can do to improve their looks. But very few adolescents escape being “looks-conscious”

Stop to Consider

Physiological changes can be of two types- External and Internal. External changes are those changes which can be seen in the body whereas internal changes are those changes which cannot be seen but can be measured.

Changes developed in Boys are:

- Boys develop the heavier muscular body, wide shoulders and narrow hips.
- Bones become stronger.

- Enlargement of the voice leads to a much deeper voice.
- The growth of hairs on the chest.

Changes developed in Girls are:

- Rounded hips and breast development.
- Matured ovaries start to release a mature ovum.
- Ovulation and menstruation initiate.
- Mammary gland enlargement.

Testosterone hormones produced in the testis of males and estrogens released in ovaries of females are responsible for the changes in the males and females respectively.

1.9 Summing Up

Coming to the last part of this unit, it can be said that this unit has tried to familiarize you with the adolescence stage, different developmental aspects of adolescence, physiological development during adolescence and its associated changes that takes place during the period of adolescence. Thus, we can summarize the unit as-

- Physical development of an individual is an important aspect for social, moral, ethical and spiritual development. Appropriate physical development makes valuable contribution to all round development of an individual.
- Adolescence marks the transition from childhood to adulthood, a time when young individuals experience major changes in their physical bodies, thoughts, emotions, and social lives.
- Adolescence stage is characterized by physical changes, including the development of both primary and secondary sexual characteristics. Notable changes includes increase in height and weight, growth of breasts in girls, development of body hair, and

change in voices in both the sexes and so on are the significant developmental changes for individuals entering adolescence.

- The reproductive organs are the primary sexual characteristics while the secondary sexual characteristics emerges with the onset of puberty both in boys and girls.
- The period during which sexual maturity begins is called the puberty. The major landmark of puberty for males is spermatarche, the first ejaculation, which occurs, on average, at age 13. For females, it is menarche, the onset of menstruation, which occurs, on average, between ages 12 and 13.
- Sex instinct is one of the most fundamental factor of adolescence. The sexual development is one of the important characteristics during adolescence. The growth and secretion of hormones by the endocrine and gonad glands are responsible for intense sexual feelings.
- There are various factors that affect the physiological development of an individual. Among those factors, hereditary and environmental factors play a crucial role in one's physical development.
- Overall, adolescence is a transformative stage where rapid changes set the foundation for adult life. Support from family, educators, and community is essential to help young people navigate these changes healthily and confidently.

1.10 Questions and Exercises

1. Discuss about the physiological changes that take place during adolescence period.
2. Adolescence is called an “Age of Transition”. Discuss.
3. Discuss the characteristics of adolescence.

4. Outline the physical changes that happen during adolescent boys and girls.

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UNIT- 2

MENTAL DEVELOPMENT DURING ADOLESCENCE

Unit Structure:

- 2.0 Introduction
- 2.1 Objectives
- 2.2 Adolescence
 - 2.2.1 Early Adolescence
 - 2.2.2 Middle Adolescence
 - 2.2.3 Late Adolescence
- 2.3 Mental Development during Adolescence
 - 2.3.1 Various Areas or Aspects of Mental Development
- 2.4 Jean Piaget's Theory of Cognitive Development
- 2.5 Features of Adolescent's Mental Development
- 2.6 Information Processing Perspective in Cognitive Development
 - 2.6.1 Information Processing
 - 2.6.2 Information Processing Theory
 - 2.6.3 Information Processing Model
- 2.7 Educational Provision for Intellectual Development
- 2.8 Summing Up
- 2.9 Questions and Exercises
- 2.10 References and Suggested Readings

2.0 Introduction

In the previous unit, we have already studied that, Adolescence is the transformative period that bridges the gap between childhood and adulthood. It is a period of time in a person's life when they are developing into an adult. This period extends from 12 to 19 years of age, which is broadly into three stages i.e. early adolescence, middle

adolescence and late adolescence. Adolescence is the time for growth spurt and puberty changes. Puberty happens to all individuals, whether boys or girls. The term puberty is equated with adolescence. However, both the terms are not same. While puberty refers to physical and sexual maturation of both boys and girls, the term adolescence includes cognitive, social and behavioural characteristics of this period. During this period, an individual experiences profound changes in various aspects of human life. These aspects of life of adolescents are: Physiological development, Mental Development Emotional Development, Social Development, Moral Development. Development in all the aspects in the life of adolescents is essential. In this unit, we will discuss about the mental development, various aspects of mental development, Jean Piaget's theory of cognitive development, features of mental development, information processing perspective in cognitive development and educational provision for mental development.

2.1 Objectives

After going through this unit, you will be able to-

- *define* Adolescence,
- *explain* mental development during adolescence,
- *describe* Jean piaget's theory of cognitive development,
- *explain* the features of Adolescents mental development,
- *understand* information processing perspective in cognitive development,
- *explain* educational provision for intellectual development.

2.2 Adolescence

The word Adolescence is derived from the Latin word "adolescere" meaning "to grow" up or "to mature". It is a transitional stage of

physical and mental human development that occurs between childhood and adulthood. It is critical but important period in one's life. During this period, an individual experiences profound changes in various aspects of human life. During this period, adolescents live in a fantasy world of love, achievement, security. They exhibit exuberant imagination. Their day dreams are related to their tastes and these are both happy and unhappy according to their ideas. Adolescents also feel attracted towards the opposite sex. They develop different sexual orientations during this period. Sexual energy poses a number of problems like anxiety, a feeling of guilt and adjustment problems. Adolescence is a time of rapid cognitive development. Biological changes in brain structure and connectivity in the brain interact with increased experience, knowledge, and changing social demands to produce rapid cognitive growth. These changes generally begin at puberty or shortly thereafter, and some skills continue to develop as an adolescent ages. Development of executive functions, or cognitive skills that enable the control and coordination of thoughts and behaviour, are generally associated with the prefrontal cortex area of the brain. The thoughts, ideas, and concepts developed at this period of life greatly influence one's future life and play a major role in character and personality formation.

World Health Organization (WHO) defines adolescence as a phase of life between 10-19 years of age characterized by physical growth, emotional, psychosocial and behavioural changes, thus, bringing about transformation from childhood to adulthood. These changes usually occur a year or two earlier in girls than boys. Some of the changes are extremely visible and some are internal. These changes are normal and natural and are due to release of various hormones in both boys and girls.

According to Ross “the youth finds the world a difficult place and his boyish interest in the outer world gives away to a renewed interest in his bodily and mental self; he again becomes egocentric and introverted”.

Professor Stanley Hall defined the period of adolescence as “a period of great stress and strain, storm and strife”.

The term puberty is equated with adolescence. However, both the terms are not same. Adolescence is a broader journey than just the physical changes of puberty. Puberty marks the point at which boys and girls become reproductively capable—girls beginning with menstruation, and boys starting with testes enlargement and then developing other secondary sexual traits. While puberty refers to physical and sexual maturation of both boys and girls, the term adolescence includes cognitive, social and behavioural characteristics of this period.

Adolescence may be divided into early, middle and late periods, which are respectively the 10-14, 15-17 and 18-19-year age groups. These periods roughly correspond with the phases in physical, social and psychological development in the transition from childhood to adulthood.

2.3.1 Early Adolescence

During early adolescence, young people begin to think in more sophisticated and abstract ways. They start making personal decisions at school and at home, and they increasingly question authority and social norms.

2.3.2 Middle Adolescence

As adolescents gain some experience with complex thought processes, the focus of middle adolescence broadens considerably to

include deeper philosophical and futuristic perspectives. They often question and analyse more extensively. Moreover, they become increasingly inclined to plan for the future, weighing long-term consequences rather than merely seeking immediate gratification. This period marks the beginning of a shift from a self-centered view to one that considers broader societal issues and personal responsibilities. They begin to envision how their choices might shape not only their own lives but also the communities they are part of, setting the stage for mature decision-making in adulthood.

2.3.3 Late Adolescence

By late adolescence, individuals leverage their advanced cognitive skills to shift their focus from self-centred concerns to broader, more universal issues and personal decision-making. Their thinking evolves to embrace global topics such as justice, historical events, political systems, and national identity, and they begin to form idealistic views on various matters. They engage in passionate debates and discussions, often becoming resolute in their own opinions and sometimes displaying a strong resistance to perspectives that challenge their beliefs. Additionally, this stage marks the onset of deeper self-reflection, where adolescents start to question societal norms and explore how their actions can impact both their future and the world around them. They are increasingly aware of their emerging responsibilities as future adults, preparing to make decisions that will shape their careers and their roles in society.

Stop to Consider

Adolescence is the period from age 12-19 years. Adolescence may be divided into early, middle and late periods, which are respectively the 10-14, 15-17 and 18-19-year age groups. These

periods roughly correspond with the phases in physical, social and psychological development in the transition from childhood to adulthood.

Check Your Progress

1. Write the meaning of adolescence.
2. Write two characteristics of adolescence.

2.3 Mental Development during Adolescence

Mental development is most important in the life of an individual and also involves significant advancements in cognitive abilities during adolescence. It includes a variety of mental activities such as attending, perceiving, observing, remembering, thinking, reasoning, development of intelligence and language. All these aspects of mental growth and development change, grow and mature with increase in the age of the child due to maturation and learning. Adolescence is the stage of a psychological breakthrough in a person's life when the cognitive development is rapid and the thoughts, ideas and concepts developed at this period of life greatly influence one's future life, playing a major role in character and personality formation. Moreover, these enhanced cognitive abilities lay a solid foundation not only for academic success but also for sound decision-making, emotional resilience, and meaningful social interactions throughout adulthood. Mental development also includes intellectual qualities such as observation, development of conception, imaginative power, problem-solving and self-knowledge, broad outlook and quickness in decision. Divergent thinking and creativity are higher order mental activity. Divergent

thinking leads to creativity. But creativity has no link with intelligence.

During adolescence, a young person's mental and intellectual abilities expand rapidly. They begin to take a keen interest in their own problems, actively seeking solutions and recognizing their own intellectual strengths. Throughout early adolescence, there is cognitive awakening which is characterized by an emerging ability to handle abstract and hypothetical concepts and to apply problem-solving approaches to complex issues. In addition, adolescents start questioning conventional ideas and develop critical thinking skills. The adolescents move from concrete thinking to dealing with ideas, concepts and abstract theories. They become passionately interested in abstract concepts and notions and are able to discern what is real from what is ideal. They understand information and act on that understanding to solve problems passing through phases of success and failure. They learn to analyze situations from multiple perspectives and to integrate new information with their existing knowledge base. This newfound ability not only boosts their confidence but also lays a strong foundation for future academic and personal success. As they become more self-aware, their improved reasoning skills help them navigate social, emotional, and practical challenges more effectively.

At around 11 years old, adolescents are characterized by a pre dominance of concrete thinking where they think in terms of specifics. By the time they reach 14 or 15, many have developed the ability to think more abstractly, enabling them to imagine possibilities beyond the immediate reality and to understand that things can be viewed from multiple perspectives. In contrast, 13-year-olds often exhibit a mix of both approaches; they sometimes focus on concrete specifics and at other times begin to explore more abstract concepts. During this period, adolescents retain a certain

ego-centrism which leads them to believe that they are unique, special and even invulnerable to harm.

Egocentricity or self-interest is the hall mark of adolescents. They may have the idea that everyone is watching them as though they were on stage and tend to draw other's attention by their particular behaviour. They feel unique and think that no one is capable of understanding them and their feelings. The ability to think creatively on one hand helps adolescents to make innovations, getting away from difficult situations and, on the other hand invites troubles due to innovative and potentially risky experiments like rash driving, unsafe sex, taking alcohol and drugs etc.

The early stage of adolescence is a time of great cognitive development. Intellectual changes that takes place during adolescence have been heavily influenced by the work of the Swiss Psychologist Jean Piaget. Jean Piaget was the most important student of intellectual or cognitive development.

2.3.1 Various Areas or Aspects of Mental Development

As mentioned earlier, mental or intellectual development takes into consideration the development of various mental abilities and capacities. Those are discussed below:

- 1) Sensation and Perception-** Both sensation and perception are considered important aspects of one's mental development. Sensations are elementary impressions gathered by sense organs. When these impressions are interpreted and some definite meanings are attached to them, they take the form of perception. When individual reaches his adolescence years, his perception becomes more definite, rich and detailed which are now beginning to be influenced by his opinions, ideas etc. His

ability of perception gets developed during his adolescence years.

- 2) **Thinking**-Thinking is a process of manipulation of information. It relies on cognitive processes, where mental images and abstract concepts form the essential components of our thought processes. Cognitive psychologists assert that these internal representations play a critical role in how we understand and interact with our surroundings. Moreover, the way we use mental images and concepts enables us to solve problems, make informed decisions, and adapt to new challenges. This dynamic interplay not only supports everyday reasoning and planning but also sparks creativity and innovation, helping us navigate complex situations and learn from our experiences.
- 3) **Development of Problem-solving:** Problem-solving is a process of posing a problem in the minds of adolescents in such a way so as to stimulate purposeful reflective thinking in arriving at a rational solution. It requires higher order thinking and it doesn't demand any hard and fast rule to solve problems. Adolescents acquire expertise in problem-solving by applying their higher cognitive abilities. They apply the problem-solving abilities in solving real-life problems. The problem-solving attitude leads them to successes in their lives.
- 4) **Reasoning Skills:** They refine their reasoning abilities, including the capacity to explore different perspectives, hypothesize, and engage in logical thought processes
- 5) **Creativity:** There are two types of thinking- Convergent thinking and Divergent thinking. Convergent thinking refers to thinking that is required to solve problems which have only one correct response and this response is based on knowledge

and logic. It is close-ended thinking. Divergent thinking refers to open-ended thinking where the individual can think of different answers to the questions or problems in terms of his/her experiences. It helps in producing original and novel ideas. According to Guilford, divergent thinking is closely related to creativity. The adolescence period is a golden time for creative works. Creativity has no relation with intelligence. The creative product must be novel and hence novelty is the criterion of creativity.

- 6) Measurement of intelligence-** Intelligence is a general term to represent the general cognitive abilities of an individual. It is related with the capacity to understand, to think rationally and use of resources effectively to solve problems. Different psychologists have defined intelligence in different ways.

The early stage of adolescence is a time of great cognitive development. Intellectual changes that takes place during adolescence have been heavily influenced by the work of the Swiss Psychologist Jean Piaget. Jean Piaget was the most important student of intellectual or cognitive development. Now, let us discuss about one of the theory of Jean Piaget's Cognitive Development Theory.

2.4 Jean Piaget's Theory of Cognitive Development

Piaget's stage theory describes the cognitive development in children. According to Piaget, early cognitive development includes processes based upon actions that later progress into changes in the mental operations.

According to Piaget, the mind has structure called 'schema'. Schema is an abstract representation of the original elements in an object. Schema are intellectual structures that organize

events/concepts as they are perceived by an individual into groups according to their common characteristics.

He explained that child's minds develop from their experiences. According to him, children understand new situations by the process 'assimilation' and 'accomodation'. Assimilation is the process by which children understand new subject or situation or new experiences using old ideas or experiences. Accomodation is the process by which children understand new experiences using changed old ideas. And the state of balance between assimilation and accommodation is called equilibrium. He argued that cognitive development occurs both qualitatively and quantitatively, outlining four distinct stages:

Stage 1: Sensorimotor stage (From birth to 2 years)

Piaget called the first stage of intellectual development as the sensori-motor stage because it is characterized by the absence of a language, and it is limited to direct sensory and motor interactions with the environment. For him, the toy placed under a blanket or hidden somewhere has disappeared and is no more. With the passage of time, gradually the concept of object permanence evolves in the cognitive structure of the infant. He begins to realize that the objects continue to exist even though he cannot see or experience them.

This stage can be divided into six separate sub-stages as given below:

Stage	Characteristics
i) Reflexes (0-1 months):	The child understands the environment purely through inborn reflexes such as sucking and looking.

ii)	Primary Circular Reactions (1-4 months):	Between one and four months, the child works on an action of his own which serves as a stimulus to which it responds with the same action.
iii)	Secondary Circular Reactions (4-8 months):	The child becomes more focussed on the world again and begins to intentionally repeat an action in order to trigger a response in the environment.
iv)	Coordination of Secondary Reactions (8-12 months):	Develop certain focuses on the demand object. Responses become more coordinate and complex.
v)	Tertiary Circular Reactions (12-24 months):	Children begin a period of trial and error experimentation during this sub-stage.
vi)	Early Representational Thought:	Children begin to develop symbols to represent events or objects in the world in the final sensory motor sub-stage.

Stage II: Preoperational stage (From 2 to 7 years)

- The preoperational stage lasts from about two to about seven years old. The child is now able to develop mental representations and is able to pretend, it is a next step towards the use of symbols.

- Their mode of thinking and reasoning is quite illogical. It is neither inductive nor deductive but rather transductive in nature
- Language development is one of the hallmark of this period.
- Piaget noted that children are unable to take the point of view of other people, which he termed as egocentrism.
- Egocentrism is when children experience difficulty in experiencing other people's perspective. This stage is also concerned with child's egocentric nature. By egocentric, Piaget means that the child can see the world only from his own standpoint.

Stage III: Concrete Operational stage (From 7 to 12 years)

During the concrete operational stage, children gain a better understanding of their mental operations and begin thinking logically in terms of concrete events, but have difficulty in understanding of abstract or hypothetical concepts.

Characteristics	Description
Conservation	<p>It refers to the idea that a quantity remains the same despite changes in appearance.</p> <p>Eg: If you show a child four marbles in a row, then spread them out, the preoperational child will focus on the spread, and tend to believe that there are now more marbles than</p>

	before. The concrete operational child, will be able to know that there are still four marbles.
Reversibility	By seven or eight years of age, children develop conservation of substance: If a ball of clay is taken and roll it into a long thin rod, or even split it into pieces, the child will be able to know that there is same amount of clay. And if you rolled it all back into a single ball, it would look the same as it did- a property known as reversibility. In addition, a child also learns seriation and classification during this stage.
Logic	Children in this stage were fairly good in the use of inductive logic. Inductive logic involves moving from specific experience to a general principle.

Stage IV: Formal Operational Stage (From 12 years and above)

This stage begins from twelve years of an age and lasts to adulthood. During this stage, child develops the ability to think about abstract concepts, use deductive reasoning and systematic planning.

The formal operational stage coincides with the adolescence period. This is a period or stage in which children develop abstract thinking. Moreover, children develop competency in analysing problems systematically and use higher order thinking with logical structure. This stage begins from 11 or 12 years of age and lasts into adulthood. During this stage, the child develops the ability to think about abstract concepts, use deductive reasoning and systematic planning. At this stage, the child starts approaching challenges from multiple angles and exploring a variety of solutions in a structured, logical manner. Furthermore, their thought process evolves from purely concrete ideas to more hypothetical reasoning. Actually, this stage reflects the most advanced period in the functioning of the cognitive system. The individual here may reach the intellectual potential to discover the solutions to problems through mental manipulation of symbols by adopting a logical and systematic way known as scientific thinking and problem solving.

Regarding contribution to education, Piaget's theory provides valuable information and advice on curriculum planning and structuring the scheme of studies. The knowledge of Piaget's theory also proves valuable to teachers and parents for making them aware of the nature of the thought processes of the children at a particular level of maturation or chronological age.

Stop to Consider

Cognitive development, also known as mental development is a major domain of development. It refers to the development of the ability to understand, learn, reason, think, perceive and solve a problem. The more opportunities a child gets the better his cognition because he/she will be able to add to his mental capacities by learning through these opportunities.

During adolescence, mental development involves significant advancements in cognitive abilities, including abstract thinking, reasoning, and metacognition, alongside the development of identity, moral reasoning, and emotional regulation.

Egocentricity or self-interest is the hall mark of adolescents. They may have the idea that everyone is watching them as though they were on stage and tend to draw other's attention by their particular behaviour. They feel unique and think that no one is capable of understanding them and their feelings.

The adolescents develop a capacity for abstract thinking, discover how to think about relationship issues discerns new ways of processing information and learns to think creatively and critically.

Check Your Progress

- 1) Piaget discusses distinct stages about cognitive development.
- 2) Language development is one of the hallmark of stage
- 3) Object permanence occurs in stage

2.4 Features of Mental Development or Intellectual Development

During adolescence, there is rapid growth in intellectual development. Some of the features of intellectual development or mental development are discussed below-

- 1) Adolescents are ego centric, which is a natural part of their developmental journey. They often display a self-centred outlook, engaging in debates with the goal of

persuading others while showcasing their ability to think independently and critically.

- 2) Adolescents are extremely curious. They have an eager desire to explore their surroundings and learn about new things. This natural curiosity pushes them to ask questions, try out different ideas, and discover how the world works. As they experiment and explore, their inquisitiveness helps them build a deeper understanding of themselves and the people around them, ultimately shaping them into creative and thoughtful adults.
- 3) Adolescents enjoy learning skills to apply to real life problems and situations. They are keen on learning techniques and strategies that help them handle real-world situations, whether it's managing daily tasks, making decisions, or interacting effectively with others. This hands-on learning not only boosts their confidence but also prepares them for the challenges of adult life by teaching them to apply their knowledge in practical settings.
- 4) Adolescents cognitive development gives them a new degree of social awareness and capacity to make moral judgement.
- 5) As cognitive abilities increases and mature, adolescents think about what their feelings and ideas of an ideal world are and often criticise their parents, school, society and their own inadequacies.
- 6) Adolescents become capable of abstract thinking and logic. They use this abstract reasoning to think about good and evil, truth and justice and human nature. This new ability also allows them to see the inconsistencies in

other people's reasoning. This newfound abilities can lead to debates and arguments with their parents. (Coon, 1997).

- 7) Adolescents are more engaged when they take part in interactive, hands-on learning that involves working with their peers, rather than sitting through traditional lectures. In other words, they favor educational experiences that are active and collaborative over passive, teacher-centered approaches. This preference for active and cooperative learning is supported by research, which shows that interactive activities—such as group discussions, problem-solving sessions, and peer tutoring—not only capture teenagers' attention but also enhance their critical thinking, communication, and social skills. When students collaborate, they build self-confidence and develop the ability to work effectively in teams—essential skills for both academic success and future professional environments.
- 8) According to Erik Erikson, adolescent's cognitive development allows them to build a "theory of the self". This search for identity is a healthy process which builds upon the achievements of past stages, such as trust, autonomy and initiative.

2.5 Information Processing Perspective

2.5.1 Information Processing

We take in information step by step. Think of it like this: the process of acquiring, retaining and using information as an activity called information processing. Our brain gathers details from the world through our senses. Most of the time, we don't notice everything

because our attention isn't focused on it. Only when we pay or focus our attention on them, they are placed in our working memory.

Another name for our working memory is short-term memory. Our working memory has a very limited capacity. Long term memory, as the name implies, stores information for a long time. Its advantage is that we do not have to constantly rehearse information to keep it in storage there.

2.5.2 Information Processing Theory

The information-processing theory is associated with the development of high-speed computers in the 1950s. Researchers—most notably Herbert Simon and his colleagues—demonstrated that computers could be used to simulate human intelligence. This development led to the realisation that we can learn about the human mind by comparing it to how computers process information. The information processing theory focused on innate mental capacities, rather than on conditioned, externally observable behaviour. By enabling experimental psychologists to test theories about complex mental processes through computer simulation, information-processing models helped reestablish internal thought processes as a legitimate area of scientific inquiry.

The information processing theory is an approach to the cognitive development of a human being. It looks at how our minds work when we learn something new. It studies the steps our brain goes through to take in and understand new information. Essentially, it breaks down learning into a set pattern of events, and by understanding this pattern, we can help children and individuals with special abilities to learn new things faster and more efficiently.

Experts suggest that our minds work much like computers when processing and analyzing information. They believe that any new data entering our brain is quickly examined and compared to several criteria before being stored in our memory. Since these actions occur at a very fast speed, we are unable to notice them in action.

2.5.3 Information Processing Model

There is a fixed structure that the information processing theory follows, and it is divided into the following four parts.

- 1) **The store model:** This is a breakdown of the model which states that the information that has been received can be stored in any of the processing units, or the channels through which it passes. These channels are the sensory register, short-term memory and long-term memory.
- 2) **The sensory register:** This is that part of the mental processing unit that receives all information and then stores it temporarily or permanently.
- 3) **Short-term memory:** That part of the sensory register where the information is stored temporarily. Once the decision has been made regarding the information, the information will either be discarded or transferred to the long-term memory.
- 4) **Long-term memory :** The part where all the information is permanently stored. It can be retrieved later as and when the need arises.

Stop to Consider

The information processing theory is an approach to the cognitive development of a human being. It looks at how our minds work when we learn something new.

Information processing is the change of information in any manner detectable by an observer.

Long term memory stores information for long time.

2.6 Educational Provision for Intellectual Development

Now let us discuss the educational provision for intellectual development.

1. Designing a curriculum and teaching methods that align with adolescents' mental maturity involves tailoring educational experiences to their cognitive, emotional, and social development stages. Adolescents are transitioning into more advanced stages of thinking, characterized by the ability to handle abstract concepts and engage in complex problem-solving. However, they may still require support to fully develop these skills.
2. Organizing library studies and community service initiatives tailored for adolescents can significantly enhance their cognitive and emotional development.
3. Facilitating structured debates and discussions offers adolescents valuable platforms to enhance their critical thinking, communication, and analytical skills. By engaging in these activities, students learn to construct and articulate arguments effectively, consider diverse perspectives, and respond thoughtfully to opposing viewpoints.
4. Cultivating adolescents' creative talents through activities such as art, craft, drawing, painting, drama, and recitation is vital for their holistic development. Engaging in these artistic endeavours offers numerous benefits such as

enhanced emotional well being, improved cognitive abilities, boosted self-esteem and confidence and so on.

5. Providing timely educational and vocational guidance is essential to support adolescents in navigating their academic journeys and future career paths. This guidance should be responsive to their evolving needs, offering personalized support that aligns with their individual aspirations and abilities.
6. The teacher should hold out before them the ideals of great saints and patriots so that they can follow their foot steps to make their own life sublime.
7. The teacher should establish friendly attitude with the adolescents keeping trust and confidence in them and also for their expansion of knowledge, teacher should encourage the adolescents by giving references of good books to be read by them.

2.7 Summing Up

Coming to the last part of this unit, it can be said that this unit has tried to familiarize you with the meaning and definition of adolescence, mental development during adolescence, features of mental development, information processing perspective in cognitive development and educational provision for intellectual development. Thus, we can summarize the unit as-

- Adolescence is derived from a Latin word *adolescere*, which means “to grow” or “to mature”.
- Adolescence is a phase of transition between childhood and adulthood. This phase extends from 10-19 years of

age and is characterized by rapid physical, psycho sexual and social changes.

- The term puberty is equated with adolescence. Changes pertaining to physical and Sexual maturation of both boys and girls are called puberty but term adolescence includes cognitive, social and behavioural characteristics. However, both the terms are not same.
- The piaget's theory of intellectual development consists of four stages. These are- Sensori-motor stage, Pre-operational stage, Concrete-operational stage, Formal-operational stage. The formal operational stage coincides with the adolescence period.
- Mental development during adolescence is most important in the life of an individual during adolescence. Abilities associated with mental development or intellectual development during adolescence are- thinking, reasoning, creativity, intelligence, language, problem-solving and so on.
- Adolescents egocentrism is also characterized by an imaginary audience with an increased self-consciousness. They are extremely conscious of what others think of them, their appearance and everything related to themselves.
- During adolescence, there is rapid growth in mental or intellectual development. During this period, they are ego-centric, extremely curious, enjoy learning skills to apply to real life problems and situations, become capable of abstract reasoning and logic and so on.

2.8 Questions and Exercises

- 1) What are the features of Mental Development during Adolescence?
- 2) Explain the Mental Development of adolescence.
- 3) Discuss the educational provision for intellectual development of adolescence.
- 4) Explain the Piaget's theory of cognitive development and its contribution to education.

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UNIT: 3

EMOTIONAL DEVELOPMENT DURING ADOLESCENCE

Unit Structure:

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Emotions
- 3.4 Emotional Development During Adolescence
 - 3.4.1 Emotional Changes: Period of Storm and Stress
 - 3.4.2 Aspects of Emotional Changes During Adolescence
- 3.5 Characteristics of Adolescents Emotional Development
- 3.6 Emotional Maturity
- 3.7 Education Provision for Emotional Development
- 3.8 Summing Up
- 3.9 Questions and Exercises
- 3.10 References and Suggested Readings

3.1 Introduction

As we have already discussed in the previous two units that, Adolescence is a time when the body starts changing dramatically, and the mind begins to grow in new and sometimes confusing ways. While you can easily see the physical changes, the shifts in thoughts, feelings, and behaviors often take longer to become noticeable. Teenagers find themselves in a period full of surprises and uncertainty, where inner conflicts and a burst of new emotions can make life feel like a constant challenge. During these years, young people start to experience a mix of adult-like responsibilities and childhood limitations. They might feel ready for some of the perks of adulthood—like paying full price at the movies—but society still treats them as not quite mature enough for adult situations. This period isn't just about changes in the body; it's also

about learning who they are and figuring out where they fit into the world. Alongside the physical transformations, adolescents face a rush of emotions and sometimes conflicting desires. This can lead to a sense of inner turmoil as they try to balance new feelings with the expectations of family, friends, and society. Every new experience is an opportunity to learn more about themselves, develop coping skills, and gradually build a unique personality that blends both youthful energy and emerging maturity. In this unit, we will be focussing on emotions, emotional development during adolescence, emotional changes: period of storm and stress and aspects of emotional changes during adolescence, characteristics of adolescents during emotional development, emotional maturity and educational provision for emotional development.

3.2 Objectives

After going through this unit, you will be able to-

- *define* emotions,
- *explain* emotional development during adolescence,
- *understand* why adolescence is a time of emotional storm and stress,
- *discuss* about the aspects of emotional changes during adolescence,
- *know* about the characteristics of adolescent's emotional development,
- *identify* emotionally matured person,
- *explain* about the educational provision for emotional development of adolescent.

3.3. Emotions

Etymologically, the word emotion is derived from the Latin word “Emovare” which means to stir up, to agitate or to excite. Emotions play a crucial role in our daily lives, significantly impacting our personal growth and interactions with others. They shape various aspects of our personality, influencing how we think, behave, and connect with people. For instance, understanding and managing our emotions can lead to better decision-making and stronger relationships. Developing emotional skills, such as empathy and resilience, is essential for overall well-being and success in different areas of life. The various emotions like love, anger, fear etc plays a significant role in the development of a child’s personality. From a mechanistic perspective, emotions can be defined as “a positive or negative experience that is associated with a particular pattern of physiological activity. Emotions are complex involving multiple different components such as subjective experience, cognitive processes, expressive behaviour, psychophysiological changes and instrumental behaviour.

Every life transition stirs up emotional responses, and although adults generally manage these changes well, adolescents often benefit from additional support. Puberty not only brings about physical transformations but also triggers various emotional responses. During this period, young people face new social environments, evolving behavioural norms, and increased societal expectations, which can foster feelings of insecurity.

During this period, an individual experiences profound changes in various aspects of human life. These aspects of life of adolescents are: Physiological development, Mental Development, Emotional Development, Social Development, Moral Development. Development in all the aspects in the life of an adolescents are essential. Among all these aspects, we have already discussed about

the physiological and mental development during adolescence. Let us now discuss about the Emotional development taking place among adolescents during the period of adolescence.

Stop to Consider

- Etymologically, the word emotion is derived from the Latin word “Emovare” which means to stir up, to agitate or to excite.
- Emotions are intense mental and physical states that people experience in response to various stimuli, influencing their thoughts, feelings and actions.

3.4 Emotional Development During Adolescence

Emotional development during adolescence refers to a child’s improvement in awareness and control of their feeling and how they respond to these feelings in a given environment. Emotional development begins at around the age of 2. Emotional development is one of the major aspects of the human growth and development. Adolescence is a time when young people experience many strong feelings and they also experience psychological and emotional changes. They feel both happy emotions like love, joy, and excitement, as well as sad ones like depression, worry, and anxiety. They might even feel anger, rebellion, or a strong urge to protest rules they find unfair. At the same time, feelings of loyalty, pride in their country, and a willingness to make sacrifices for their community can also grow. These emotions hit them hard, and they often show their feelings in an exaggerated way. Their moods can shift quickly—from being very upbeat to suddenly feeling down or frustrated—which sometimes makes their behavior hard to predict.

According to Ross, “The adolescent lives in an intense emotional life in which we can see once more the rhythm of positive and negative phases of behaviour in his constant alteration between intense excitement and deep depression.”

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

The rapid physical growth and sudden bodily changes, causes conflict among adolescents. The sexual puberty also contributes to adolescent fears and anxiety. As they go through rapid physical changes, adolescents also start paying closer attention to how they look. This increased self-awareness can bring different feelings: they might feel proud of their body one moment and self-conscious or even disappointed the next. The ups and downs of their emotions can also affect how they perform in school. With the pressure of doing well and meeting expectations from parents or teachers, along with the enormous stress of exams, all these emotional ups and downs can lead to increased conflict.

Emotional Development reaches its maximum during adolescence. It is the period of heightening of all emotions like anxiety, fear, love anger etc. Hormonal changes during this time make them even more sensitive; a simple remark from someone—a teacher, friend, or family member—might trigger tears or bursts of anger. They often act on impulse without fully considering the results of their actions, which can lead to problems like anxiety, specific fears, or even panic attacks. In some cases, these overwhelming feelings can make life seem very bleak, leading some adolescents to consider or attempt self-harm. However, the signs of deep sadness or depression are not always visible to those around them. During adolescence, anger is aroused mainly due to self consciousness. The adolescents express his anger through physical means and he is very much

sensitive to any kind of attack on his prestige. But as they mature, the physical expression of anger is controlled.

Apart from physical growth and development, our social, moral, intellectual, aesthetic development are also closely related with emotional development and controlled by emotional behaviour and experiences. Some adolescents feel worried or uncertain about the future, others feel like nobody understands them and their emotions fluctuate very frequently and the current of emotional flow is also very intense. Adolescent are not consistent in their emotions. Once again, like an infant, an individual experiences emotional instability and intensity during adolescence. Therefore, it is important for families, educators, and communities to offer support and understanding during this challenging period. Encouraging open conversations, building trust, and providing safe environments can help young people manage their emotions more effectively. guidance and the right resources, adolescents can learn healthy ways to express themselves and build resilience for the future. Now, let us discuss about some of the aspects of emotional changes taking place among adolescent.

3.4.1 Emotional Changes: Period of Storm and Stress

Adolescence is often characterized as a period of storm and stress marked by intense social pressures, physical and emotional changes that occur during this stage of development. They faces difficulties in their life related to romantic relationships and when this romance is moving smoothly, they become happy and when they experience difficulties or things go wrong in their relationships, they become despondent and starts worrying about their future. Also, sometimes the desire for social acceptance and approval can lead to constant comparisons with others, fostering feelings of inadequacy, low self-

esteem or competition. Adolescent's often engage in exploration and experimentation to discover their identities, interests and values which can lead to uncertainty or confusion about one's place in the world. As a result, they may experience conflicts with their family members as they assert their independence and individuality.

Emotional patterns in adolescence are characterized by intense highs and lows. Adolescent's feel emotions much like children do, but the stimuli that trigger these feelings and how they manage them are different. For instance, when someone treats them too babyish or unfairly, it can really upset them. Instead of having temper tantrums, however, adolescent express their anger by sulking, refusing to speak, or loudly criticising those who angered them. Adolescents also become envious of those with more material possessions. While they may not complain and feel sorry for themselves, as children do, they are likely to take a part-time job to earn money for the material possessions they crave or even drop out of school to get these things.

Check Your Progress

1. How does the "storm and stress" period impact adolescent's mental health and well being?

3.4.2 Aspects of Emotional Changes During Adolescence

Another important aspect of adolescence is emotional change. All changes in life bring out emotional reactions during all stages of life. While adults are able to cope but adolescents need positive support to cope. The adolescent is exposed to new social situations, patterns of behaviour and societal expectations which bring a sense of insecurity. Some of the emotional changes that takes place during

adolescence are- impulsiveness, preoccupied with body image, frequent mood changes and mood swings, day dreaming, fantasizing, attention-seeking behaviour to feel wanted and so on. Each of these emotions is being felt very intensely.

- **Identity Formation**

Adolescence is a time when every young person faces deep questions like “Who am I?”, “Where am I going?” and “What will I become?” These questions start a journey of discovering a stable sense of self. At this stage, teenagers want to break free and become independent, yet they often find that their parents are not ready to let go. As a result, they look for comfort and understanding among friends, which sometimes increases the distance from their family.

During this period, emotions come in many forms. Adolescents experience joy, love, and happiness with the same intensity as they feel sadness, anxiety, and even depression. They might feel moments of extreme anger or rebel strongly against rules, and then suddenly switch to being thoughtful or shy. These mood swings can be very unpredictable—a teenager might be excited about life one moment and then overwhelmed by self-doubt the next.

Erik Erikson, a well-known psychologist, introduced the term “identity crisis” to describe this confusing period. His theory emphasizes that forming an identity is a gradual and personal effort that involves exploring different aspects of oneself until all these elements settle together into a clear picture. This self-discovery is not only about understanding emotional highs and lows but also about figuring out one’s role in the larger world.

Another important aspect of this stage is the challenge of choosing a career path, often called developing a vocational identity. Many young people dream of following in the footsteps of admired role models—like actors, musicians, athletes, or astronauts—even

though these goals might be more ideal than realistic. In their excitement to emulate these figures, adolescents sometimes push aside their own true interests and strengths.

Furthermore, the intensity of emotions during adolescence can be both a challenge and an opportunity. The heightened feelings often drive them to test boundaries and experiment with new ideas, even if it means occasionally making impulsive decisions. Support from caring adults, teachers, and friends can help guide them through these turbulent times. Over time, by learning from their experiences—both the joyful moments and the hardships—teenagers gradually build a unique and authentic identity that reflects who they really are.

At this stage, teenagers usually no longer see themselves as being the same as their parents. They begin to push back against rules and values that feel imposed on them, which is a natural step in growing up. It's important for them to break away and form their own way of thinking in order to become independent adults.

In their journey to understand who they are, adolescents often create their own set of beliefs or a personal philosophy to guide them. This new viewpoint helps them decide what is right or wrong and shapes how they behave. Developing a personal set of values—whether it involves religious ideas, career goals, or a way of living—plays a key role in shaping their overall character and future choices.

An equally important part of this process is forming a clear understanding of their sexual identity and orientation. Embracing every part of who they are, including their past experiences, helps young people build a more consistent and secure identity. Accepting themselves as a whole means taking on a set of ideals and goals that makes them feel grounded in life.

When adolescents struggle to form their identity, they may experience deep self-doubt and confusion about their roles. This uncertainty can lead them to become overly focused on what others think or, alternatively, to completely ignore others' opinions. In some cases, this confusion pushes them toward harmful behaviors like withdrawing from social life or using drugs and alcohol as a way to escape their anxiety.

Adding to the challenge, the emotional roller coaster typical of adolescence amplifies these struggles. They often swing between feeling incredibly confident one moment and deeply insecure the next. Without proper support from family, teachers, or mentors, these negative feelings can intensify. It is essential to create safe spaces where young people feel heard and valued, so they can overcome these challenges and build a strong, resilient identity for the future.

- **Influence of Peer Pressure**

The word "peer" refers to individuals who share similar characteristics—such as age, career, or social background—with a given person. These might include friends, colleagues, or even neighbours who are in comparable life stages or professional fields. Conversely, "pressure" denotes the exertion of influence or force. Together, the term "peer pressure" captures the process by which people within the same social sphere encourage or compel one another to adopt certain attitudes, behaviours, or beliefs. This kind of influence is multifaceted. Peer influence has both positive and negative influences.

Peer influence can also lead to positive outcomes. It helps individuals exchange useful information, boost their self-confidence, share emotional support, and shape their identities. For example, being part of a group of determined and high-achieving

people may encourage someone to work harder to avoid feeling left out. This positive nudge pushes young individuals to improve themselves over time, a trend often observed among those active in sports or other extracurricular activities.

Adolescent peer pressure has also negative influences. This phenomenon is common because young people typically belong to established social circles—such as schools, colleges, and various cliques—regardless of whether they genuinely identify with these groups. Furthermore, many teenagers have not yet acquired the maturity or the essential interpersonal skills required to effectively manage the pressures exerted by their friends.

Studies indicate that adolescents spend nearly eight hours daily communicating within their peer groups while only about eight percent of that time is devoted to interactions with adults. This disproportionate interaction reinforces group norms and sometimes leads to behaviors that may conflict with parental expectations. As a result, tensions between parents and teenagers tend to increase during this period, as young people push for independence and strive to establish their own identities.

- **Conflicts with family/elders over control**

In early adolescence, family relationships begin to change, and conflicts with parents often start. Studies show that as children enter middle school, disagreements with parents become more frequent in everyday family life. As they grow, adolescents try to act more like adults and make their own decisions. During this time, they often question established values, attitudes, and religious beliefs, eventually developing opinions that can be very different from those of their parents or elders.

When communication starts breaking down, emotional tension increases. Communication becomes more difficult and conflict can

spin out of control. Parents and their teens both share frustration, stress, time pressures, disappointment, financial stress, and fear of failure. They both want the best for each other. How they deal with these feelings and desires can create disconnects, or can also be a basis for managing conflict constructively.

- **Role Model (Hero Worship)**

In the middle teen years, as adolescents start figuring out who they are, they look for someone to look up to as a role model. This person can be anyone from their close circle—like parents, family, or friends—or even a celebrity, community leader, or public figure from a national or international scene. These role models play a key role in shaping a young person's mental and emotional growth. Children, especially during adolescence when they are most impressionable, really need someone to look up to. They find role models in many places—on TV, with family and parents, or in school with teachers. Often, teens choose someone who has qualities they feel they don't have themselves. For instance, a teen who thinks she isn't attractive might look up to a supermodel. If a parent is worried about the role model their child has picked, it's important for them to understand what the teen is missing and why they admire that person, and then talk with the teen about it.

As teenagers learn more about themselves and shape their own unique personality, the people they admire and look up to as a role model, tend to change over time. Adolescents at this stage develop critical attitude towards religion and moral code dictated by others.

- **Mood fluctuations**

According to G. Stanley Hall adolescence is a period of “storm and stress.” Hall attributed the flood of hormones through the body and the internal changes that are experienced during this period, a major contribution to stress. This time is marked by turmoil, turbulence,

and frustrated idealism, regardless of environmental factors. This is a time of heightened emotional tension resulting from the physical and glandular changes that are taking place. During this period, he is neither child nor an adult, his growing sexual desires, heightened emotions and lack of appropriate opportunities to channelise his enormous energy. All these together make adolescence a stage of “storm and stress.”

During adolescence, emotions can shift in many different ways. Some distinct mood variations often seen during this period. Adolescents might feel very happy one moment and then unexpectedly low or disappointed the next. They sometimes become short-tempered or easily annoyed, even by small issues. There can be bursts of energy and enthusiasm, especially when exploring new interests or activities. Sometimes, worries about the future or personal abilities may lead to moments of nervousness or uneasiness. At times, teens may feel extremely self-assured and daring, while at other moments they might struggle with self-doubt or shyness.

As part of being moody and restless, adolescents are introspective and often feel self-conscious, alienated and lack of self-esteem. They are also easily offended and sensitive to criticism. It influences their character, adjustment, habits, nature, temperament etc.

Stop to Consider

- Emotional development, which is one of the major aspects of human development, reaches its maximum during adolescence.
- During adolescence, anger is aroused mainly due to self consciousness. The adolescents express his anger through physical means and he is very much sensitive to any kind of attack on his prestige.

- Some of the emotional changes that take place during adolescence are- impulsiveness, preoccupied with body image, frequent mood changes and mood swings, day dreaming, fantasizing, attention-seeking behaviour to feel wanted and so on

Check Your Progress

2. Emotional development reaches its maximum during.....
3. What do you mean by emotional development?

3.5 Characteristics of Adolescent's Emotional Development

The characteristics of adolescent's behaviour during adolescence is described below:

- 1) Adolescents often experience a wide range of emotions, each varying in intensity, as they strive for greater independence and autonomy. Their journey is marked by moments of exhilaration, uncertainty, and occasional internal conflicts, all of which play a vital role in shaping their emerging sense of self.
- 2) Adolescents often experience profound and intense moods and behaviours that can be inconsistent and unpredictable, frequently shifting between feelings of superiority and inferiority. This emotional variability is a hallmark of adolescent development, influenced by hormonal changes, cognitive maturation, and evolving social dynamics. As they strive to establish their identities and assert independence, teenagers may exhibit heightened sensitivity to peer perceptions and an increased desire for social acceptance.

- 3) Adolescents have a strong desire to establish acceptance among their peers. They frequently make comparisons and see themselves deficient in many ways.
- 4) The period of adolescence is extremely sensitive to criticism of any kind. They are easily offended. Feelings of inadequacy, coupled with fear of rejection by their peer group contribute to low self-esteem.
- 5) Adolescents often view their problems as unique, frequently turning everyday issues into seemingly monumental crises.
- 6) In early adolescence, it's common for teens to have an unstable sense of self and try out new personal levels and associate with various peer groups. This period is simply a time of learning and growth, where teenagers experiment with different ways of acting to see what feels right for them. Their view of themselves can seem inconsistent or messy sometimes because they are still figuring out who they really are.
- 7) When young individuals experience persistent feelings of inadequacy and perceive a lack of recognition, they may consider drastic actions such as running away from home. If these emotions deepen, the risk of suicidal thoughts or attempts increases significantly. Additionally, low self-esteem has been closely linked to heightened levels of depression, hopelessness, and suicidal tendencies in adolescents. Family dynamics also play a crucial role; negative relationships with parents, family discord, and lack of emotional support can contribute to suicidal behaviour in young people.
- 8) During adolescence, young individuals often develop stronger feelings of patriotism and become increasingly

drawn to heroes they admire. This period of identity formation leads them to seek role models who embody qualities they aspire to, such as courage, resilience, and integrity. By identifying with these figures, adolescents shape their values and beliefs, fostering a sense of national pride and personal direction.

Stop to Consider

- Moods of adolescents during adolescence period, might seem unpredictable. They show strong feelings and intense emotions at different times.
- Adolescents strive for a sense of individual uniqueness in their search for identity and they also exaggerate simple occurrences and believe that their personal problems are unique to themselves.
- Adolescents at this stage develop critical attitude towards religion and moral code dictated by others.

Check Your Progress

4. Name any three emotional changes that take place during adolescence period.
5. Write any two characteristics of adolescent's behaviour during emotional development.

3.6 Emotional Maturity

A person can be called emotionally mature if he/she is able to display his/her emotions in an appropriate degree with reasonable control. An emotionally matured person is more guided by his

intellect than his emotions and is always honest in his behaviour. He is not a daydreamer and doesn't possess the desire to run away from realities. He never puts the responsibility of his own mistakes on others. He is also keen to maintain social relationships and never engages himself in such a behaviour which is antisocial and can result in social conflicts. Almost all the emotions can be distinctly seen in him and their pattern of expression can be easily recognized. An emotionally matured person doesn't possess the habit of rationalization i.e, he never gives arguments in defense of his improper conduct. Therefore, he has the courage to exercise his emotions at a proper time in a proper place. A person having such maturity shows no sudden shift from one emotion to another.

3.7 Educational Provision for Emotional Development

The educational provision for emotional development are discussed below:

- 1) Adults, such as parents and teachers, need to be sensitive to the unique requirements of teenagers and actively work to create a supportive environment. They should make an effort to truly understand what adolescents are experiencing and tailor their approach to meet these evolving needs. By listening carefully and responding with empathy, adults can foster an atmosphere where young people feel safe, valued, and encouraged to express themselves.
- 2) By fostering a habit of self-reflection, adolescents learn to pinpoint the exact moments where things may have gone awry, helping them gain the insights necessary for future success. When provided with thoughtful advice and a safe space to experiment with new solutions, these young

individuals develop stronger decision-making skills and resilience.

- 3) Measures should be taken to reduce the mental tensions and conflicts of the adolescents that hinders healthy emotional development.
- 4) It is important for adolescents to be guided toward sharing their pent up emotions, as suppressing them can lead to inner unrest. They should be provided with safe spaces and trusted adults who encourage open communication, ensuring that these feelings do not build into overwhelming stress. By discussing their inner experiences—whether through conversation, art, or other expressive outlets— young people can process their emotions constructively.
- 5) Engaging and meaningful initiatives should be implemented in schools to empower adolescents and boost their self-assurance. These thoughtfully planned activities not only spark interest but also provide hands-on experiences, allowing students to discover their talents and strengths. By participating in interactive workshops, sports, art projects, and group challenges, young people can learn the importance of collaboration, perseverance, and critical thinking.
- 6) Adolescents should be encouraged to channel their strong emotions—such as anger and sexual impulses—into constructive actions that benefit their communities. Instead of allowing these intense feelings to fester, guiding them to participate in social welfare activities provides a practical outlet for transformation.

Stop to Consider

- An emotionally matured person is able to display his/her emotions in an appropriate way with reasonable control. Almost all the emotions can be distinctly seen in him and their pattern of expression can be easily recognized.
- But emotional patterns in adolescence are characterized by intense highs and lows.

Check Your Progress

6. Who is called emotionally matured person?

3.8 Summing Up:

Coming to the last part of the unit, we have tried to familiarize you with meaning of emotions, emotional development and its associated changes during adolescence, characteristics of adolescent's emotional development, emotional maturity and educational provision for emotional development.

- Etymologically, the word emotion is derived from the Latin word “Emovare” which means to stir up, to agitate or to excite.
- Emotional development which begins at around the age of 2, is one of the major aspects of the growth and development. Emotional development refers to a child's improvement in awareness and control of their feeling and how they respond to these feelings.
- Adolescents often experience profound and intense moods and behaviors that can be inconsistent and unpredictable, frequently shifting between feelings of superiority and

inferiority. This emotional variability is a hallmark of adolescent development, influenced by hormonal changes, cognitive maturation, and evolving social dynamics.

- Some of the common emotional expressions that appear during this period are- depression, loneliness, anxiety, stress, confusion etc.
- During adolescence period, they face mood fluctuations. Their moods might seem unpredictable. They show strong feelings and intense emotions at different times. These emotional ups and downs can lead to increased conflict.
- Adolescents at this stage develop a critical attitude towards religion and moral code dictated by others. They become emotionally attached to a great religious leader, patriot or hero to whose ideals they want to shape their life. Thus, adolescence is the period of hero worship, which gives rise to religious sentiment and moral conduct.
- An emotionally matured person is one who is able to display his/her emotions in an appropriate way with reasonable control. Almost all the emotions can be distinctly seen in him and their pattern of expression can be easily recognized.

3.9 Questions and Exercises

1. Write about the nature of emotional development of adolescence period.
2. Explain the emotional development and emotional changes that take place among adolescents during adolescence period.
3. Discuss the educational provision for emotional development of adolescence.
4. List out the characteristics of an emotionally matured person.

3.10 References and Suggested Readings

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UNIT: 4

MORAL DEVELOPMENT DURING ADOLESCENCE

Unit Structure:

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Morality
- 4.4 Moral Development During Adolescence
 - 4.4.1 Moral Code or Set of Principles During Adolescence
- 4.5 Characteristics of Adolescent's Moral Development
- 4.6 Agencies of Moral Development During Adolescence
- 4.7 Jean Piaget Theory of Moral Development
- 4.8 Kohlberg Theory of Moral Development
- 4.9 Summing Up
- 4.10 Questions and Exercises
- 4.11 References and Suggested Readings

4.1 Introduction

Dear learners, we have already studied about physiological, mental, social and emotional development of adolescents. Now, we will study about moral development during adolescence. Moral development is necessary for good living. The moral character of children as well as adolescents has always been important. Moral development refers to the process through which individuals acquire and internalize the values, norms, and principles that guide judgments about right and wrong. During adolescence—a period marked by rapid cognitive, emotional, and social changes—young people increasingly shift from externally imposed rules to self-chosen ethical standards. Beginning in early childhood and continuing into adulthood, this process is shaped by cognitive

maturation, interpersonal interactions, and cultural norms, as people learn to navigate moral dilemmas and align their actions with socially accepted standards. Moral development describes the evolution of guiding principles and is demonstrated by the ability to apply these guidelines in daily life rather than merely obeying rules for external rewards or punishments. In this unit, we will be focussing on morality, Moral development during adolescence, moral code or set of principles during adolescence, characteristics of adolescent's moral development, Jean Piaget theory of moral development, and Kohlberg theory of moral development

4.2 Objectives

After going through this unit, you will be able to-

- *define* morality,
- *explain* moral development during adolescence,
- *understand* about the moral code or set of principles during adolescence,
- *identify* the characteristics of adolescent's moral development,
- *discuss* Jean Piaget theory of moral development,
- *describe* Kohlberg theory of moral development.

4.3 Morality

Etymologically, the term morality has been derived from the Latin word 'mores', meaning manners, customs or traditions. Since ancient times, communities everywhere have set up simple rules and customs to help their members live together peacefully and grow as a group. These shared guidelines—known as moral or ethical codes—spell out what behaviours are seen as right and helpful for everyone involved. When people follow these codes, their actions

are described as moral conduct or simply morality. What counts as right or wrong depends entirely on the rules a society sets for itself about moral behaviour. Since each community creates its own ethical standards, there's no single, universal yardstick for judging what's moral or immoral. However, as a concept, one's morality may be regarded or taken as an equivalence to his character that has been defined as "sum of all the tendencies which an individual possesses"

4.4 Moral Development During Adolescence

Development of the ability to reason out right and wrong (moral reasoning) and behave accordingly (moral behaviour) is a part of one's moral development. When we grow, we learn how to decide what is right and what is wrong and this understanding of morality changes as we grow. When we are kids, we usually look up to our parents and listen to what they say is right. As we get older, we start to think for ourselves and decide based on broader ideas of fairness, justice, and kindness that can apply to everyone. This change happens because of our growing experience and thinking skills. In childhood, our moral sense is shaped by the people and rules around us. Later in life, we use our own judgment, which might even challenge older rules if we feel they are unfair. This development is not sudden—it is a gradual process influenced by our experiences with family, friends, and the wider world. Ultimately, our growing ability to think deeply about these issues helps us act in ways that respect both ourselves and others.

Moral development of adolescent's refers to the process by which young people develop their moral values, principles and behaviours during the adolescent stage. Moral development is necessary for good living among adolescents because it helps them build the skills

to make responsible choices, resolve conflicts, and interact positively within their communities. During adolescence—a period marked by rapid physical, emotional, and cognitive changes—developing a mature sense of morality supports the transition from relying solely on external rules to forming a personal system of values and ethical principles.

Moral development involves development of the values, ideas, ethical principles, and societal rules that are treasured within a community. The human values such as honesty, integrity, fairness, and justice—belong to social domain. Alongside these values, moral development also fosters within adolescent's personal virtues including self-control, independence, determination, courage, and discipline, all of which contribute to building a well-rounded character.

Furthermore, as adolescents develop a sense of personal identity, moral reasoning plays a crucial role in aligning their behaviour with their emerging beliefs and values. This alignment is essential for building a stable character and fostering self-respect, which are key for long-term well-being and social responsibility. In essence, strong moral development during adolescence lays a foundation for not only successful relationships and conflict resolution but also for active, ethical citizenship in adulthood.

The process of moral development during these formative years is influenced by multiple factors, including parental guidance, educational experiences, and interactions with peers. For example, when adolescents are encouraged to discuss ethical dilemmas and reflect on diverse perspectives, they become better equipped to challenge unjust norms and contribute positively to society. This not only enhances their ability to live a good life but also helps create communities where fairness and respect thrive.

4.4.1 Moral code or set of beliefs during adolescence

When children enter their teenage years, they no longer simply follow a moral code imposed by their parents, teachers, or peers. Instead, they begin to create their own set of values and principles about what is right and wrong. During this period, they critically evaluate and adjust the values they've learned as they grow more mature. They take the basic ideas handed down to them and reshape these ideas, adding rules and guidelines from various sources, including their religious teachings in some cases.

Adolescents develop their own set of moral values—ideas about what is fair, honest, and kind—which guide the choices they make every day. These moral codes influence how they weigh options, respond to peer pressure, and decide whether to follow rules or challenge them. By basing decisions on core beliefs about justice, rights, and care for others, teens navigate everything from sharing with friends to standing up against unfair treatment. When faced with a dilemma, adolescents refer back to their internal values—such as fairness or loyalty—to choose a course of action. For example, if a group promotes unequal treatment, a teen whose moral code emphasizes justice may refuse to go along with it.

Also, some of the adolescents sometimes struggle to create their own moral code because of inconsistencies in standards of right and wrong they encounter in their daily life. These inconsistencies confuse them and make it hard for them to form a set of beliefs that they find both personally meaningful and acceptable to society.

In their everyday lives, teenagers encounter varying standards—from what they learn at home or school to what they observe among their friends and in the media. This patchwork of values can lead to confusion, slowing down the process of building a clear, consistent ethical framework. As they work through these contradictions, they

must balance personal convictions with the expectations and norms of their community, which can be overwhelming at times.

As adolescents explore their individuality and develop a stronger sense of self, they start questioning old norms and experimenting with new perspectives. They may compare their personal insights with societal expectations to decide on a path that feels authentic and fair. This process helps them build a moral framework that supports their emerging identity, guiding decisions about behaviour, relationships, and responsibilities. Overall, this self-directed moral evolution not only contributes to personal growth but also prepares them to face complex ethical dilemmas and social challenges in their adult lives.

Check Your Progress

1. What is morality?
2. How do adolescent's moral codes influence their decision-making processes?

Stop to Consider

- Together with the development of cognition and social skills, children develop along the dimension of the moral values and reasoning. They learn the rules of right and wrong and understand other laws and rules.
- Adolescents explore and develop their own values and moral principles, shaping their sense of self and guiding their decision making.

4.5 Characteristics of Adolescent's Moral development

The characteristics of adolescent's moral development are discussed below:

- 1) **Abstract Moral reasoning-** Adolescents start to see rules as more flexible ideas instead of strict orders. They begin to understand bigger ideas like what is right and fair, rather than just following rules without thinking. As they grow, they consider why certain guidelines exist and how these guidelines help protect everyone's rights. This change means they don't just accept things at face value—they think deeper about fairness, justice, and how these principles work in the real world.
- 2) **Increased Perspective thinking -** Enhanced thinking skills help adolescents see things from other people's points of view. They start to recognize that everyone might understand a situation differently and learn to appreciate those differences. This growth in thinking means they can imagine what others are feeling and experiencing, which makes them more kind and compassionate. By considering multiple perspectives, they become better at understanding and relating to the feelings and challenges others face, thereby fostering more caring and respectful relationships.
- 3) **Questioning of Authority-** During adolescence, young people begin to look more deeply at the rules around them and don't just accept what they're told without questioning. They start to ask why society, parents, or institutions have certain rules, and whether those rules truly make sense. Instead of blindly following orders, they think about whether these rules are fair and just. This process helps them develop their own set of

beliefs about right and wrong, encouraging them to form personal opinions based on reflection and critical thinking.

- 4) **Integration of Emotions and Logic-** During adolescence, young individuals learn to balance their feelings and thoughts when making decisions. They begin to understand that emotions, like anger or happiness, can influence their choices, but they also realize the importance of thinking things through logically. For example, if they're upset with a friend, they might feel like ending the friendship immediately. However, by thinking logically, they might decide to talk things out instead. This combination of feeling and thinking helps them make better decisions.
- 5) **Recognition of Moral Relativity-** During adolescence, individuals begin to understand that concepts of right and wrong can vary across different cultures, societies, and situations. They realize that what is considered acceptable behavior in one community might be viewed differently in another. For example, certain dietary practices or social customs may be deemed appropriate in one culture but not in another. This awareness helps adolescents appreciate that moral judgments are not always absolute but can depend on various factors like cultural beliefs, societal norms, and specific circumstances.
- 6) **Peer Influence-** During adolescence, friendships and peer groups become very important in a young person's life, significantly influencing their moral development. Teens often look to their friends to understand how to act and what values to adopt. This influence can be both positive and negative. For instance, friends who are kind and honest can encourage similar behaviours, while those who engage in risky or unethical activities might pressure others to do the same. They

may conform to group norms to feel included, even if it means compromising their personal values. Engaging in discussions with peers about moral issues can enhance their ability to think critically and develop their own ethical beliefs.

Stop to Consider

- Sometimes, emotions of anger, fear, happiness, shame can influence their choices, but they also realize the importance of thinking things through logically.
- During adolescence, friendships and peer groups become very important in a young person's life, significantly influencing their moral development.

4.6 Agencies of Moral Development

The moral development starts from the period of infancy. The moral development of an adolescent is influenced by many agencies such as home, school, peers and society. These agencies are discussed below one by one:

- 1) **Influence of Home** - Home is the first environment to a child and influences to the development of moral values right from the childhood to adulthood. When mothers and fathers calmly discuss problems together and model respectful behaviour, teens pick up skills for treating others with patience and empathy. Parents have the greatest influence on moral development for adolescents. It is the home where qualities like good or bad, right or wrong etc develops and shape the character of child as well as adolescents. Finally, knowing they have a loving support system at home—and getting clear, honest feedback—gives

teens the confidence to choose what's right, even if friends push them the other way. Listening attentively and showing respect teaches adolescents to treat others with the same kindness and understanding.

2) **Influence of School-** Schools play a big part in teaching children and adolescents what's right and wrong. Teachers hold a special place in our community and can guide students' values by talking with them about important moral ideas. Teachers ask students thought-provoking questions about how their actions can affect others, sparking self-reflection on moral choices. Teachers also invite pupils to share personal experiences of fairness or kindness, reinforcing these values through peer examples. Through role-playing exercises—like taking turns, admitting mistakes, or helping someone in need—students practice behaving ethically in a safe setting. The teacher also acts as a role model for children as well as adolescents and teachers' personality influences the younger generation. When teachers treat everyone with patience and respect, they set a living example that students naturally copy in their own friendships and family life. Therefore, students try to imitate values, ideas, character and personality of the teacher. In this way, the school influences the younger generation to develop moral values.

3) **Influence of peers-** During adolescence, friendships play a central role in shaping what young people view as right and wrong. Peer groups can either support the moral lessons learned at home or challenge them, guiding teens through real-world feedback and shared experiences. Over time, these interactions help adolescents refine their ethical judgments, build self-control, and form a personal set of

values they carry into adulthood. When teens spend time with friends, they often pick up the group's habits and beliefs because fitting in feels important. If the group cheers when someone is honest or kind, that teen feels encouraged to help others again and again. On the other hand, if the group teases or leaves someone out, a teenager might join in just to belong. These moments show teens how their choices can lift people up or hurt them. Friends give quick feedback—praise for fairness and criticism for unkindness—which teaches teens to notice and control their own behaviour. Over time, hearing this feedback again and again helps teens think before they act and strengthens their self-control. As they try out different ways of treating others, adolescents decide which values really matter to them, shaping their own moral compass.

- 4) **Co-curricular activities-** Co-curricular activities—such as sports, arts, and community service—offer students real-world experiences that naturally build moral strengths like self-control, self-reliance, will-power, discipline, courage, and responsibility. Organisation of co-curricular activities provides opportunities to develop civic virtues through the rules and regulations of different activities. Collaborating with peers, and reflecting on their actions, young people internalize ethical habits more effectively than through classroom lectures alone. Volunteering in community activities—like clean-ups or charity drives—helps students feel for others' needs and take responsibility for the common good. And also, participating in debates and discussions encourages teens to consider different viewpoints, weigh moral issues, and defend their ideas respectfully.

5) **Influence of society-** Society significantly shapes how teenagers understand and develop their sense of right and wrong. As adolescents seek independence and form their identities, they are exposed to various societal elements such as cultural traditions, community values, media content, and social institutions. These exposures can reinforce or challenge the moral teachings received from family and school. For instance, participation in community service projects can instill a sense of responsibility and empathy, while exposure to diverse cultures and perspectives can enhance moral reasoning and tolerance. Moreover, societal recognition and reinforcement of ethical behaviour through awards or public acknowledgment can motivate adolescents to adhere to moral standards. Conversely, societal issues like discrimination or injustice can prompt critical thinking and moral questioning, leading to a deeper understanding of ethical principles. Thus, the societal environment, with its complexities and contradictions, serves as a dynamic context for adolescents to develop, test, and refine their moral values and behaviours.

6) **Other sources for moral development-** the study of biographies or autobiographies of great men, visiting places of religious and spiritual importance, religious conferences and multi-media, constitute the importance sources of moral development.

Therefore, we can say that adolescents must be provided experiences of moral values during adolescence period to consolidate moral learning. It is to be noted that healthy moral development depends upon the healthy psychological and emotional well-being of an individual. A supportive environment that fosters self-acceptance, positive

relationships, and emotional stability enables adolescent's to better understand and apply moral principles. When adolescents feel secure and valued, they are more open to learning from moral experiences and are better equipped to navigate ethical dilemmas.

Stop to Consider

- Adolescents often struggle to create their own moral code because of inconsistencies in standards of right and wrong they encounter in their daily life. These inconsistencies confuse them and make it hard for them to form a set of beliefs that they find both personally meaningful and acceptable to society.
- The Healthy moral development depends upon the healthy psychological and emotional well-being of an individual and it is in a supportive environment that fosters self-acceptance, positive relationships, and emotional stability which in turn enables adolescent's to better understand and apply moral principles.
- Influence of Home, school, society, peer groups etc all these agencies plays an important role in moral development of the adolescent's.

Check Your Progress

3. What is the primary source of moral guidance for adolescents
4. How do peer relationships influence moral development in adolescents

4.7 Jean Piaget's Theory of Moral Development

Development of morality was studied by cognitive psychologist Jean Piaget. He posited that morality is either heterogenous (5-10 years) or autonomous (10 years or more, views rules as changeable if need be).

Heterogenous Stage of Morality

At the heterogenous stage of morality, children are found to believe and behave in the moral realism characterised with a strict adherence to rules and duties and obedience to authority. Kids at this level think only adults—like parents or teachers—make the rules and that there's no way to change them. They believe that rules handed down by their parents, teachers or other elderly members, are fixed and absolute. They assume anyone who breaks a rule will be punished right away, even if it was just an accident. To decide what's right or wrong, younger children (5-10 years) base their moral judgement more on consequences rather on intentions. They look only at what happened. In this phase, they decide whether something is right or wrong based only on what happened—the size of the mess or damage—without thinking about why it happened. Let us understand by the example discussed below:

- 1) Sara broke 15 cups while trying to help her mother
- 2) Tina broke only one cup trying to steal chocolates.

When the younger children were made to comment upon the relative acts of naughtiness, the younger children thought that the first girl, Sara did worse based on the size of the damage or mess without thinking about why it happened. As a result, a bigger damage or mess is judged more harshly than a small, deliberate act. They don't think about whether the person meant to help or hurt; they focus just on what happened.

Autonomous Stage of Morality

While reaching the autonomous stage, the older children (10 years or more) are found to acquire autonomy in taking judgement over the appropriateness or inappropriateness of an act in comparison to younger children. Jean Piaget believed that child's perspective towards other people changes gradually from egocentrism to perspective taking. With the advancement of age, they differ in their moral values and judging the appropriateness or inappropriateness of the rules. Piaget explained that once children reach the autonomous stage, they judge actions by the person's intentions rather than by the size of the mess or harm caused. In simple terms, they first ask "What did they mean to do?"—for example, whether someone intended to help or to hurt—and use that reason to decide if it was right or wrong. Like the younger ones, the older children did not take into account the gravity of consequences (the heavier loss in terms of breaking 15 cups) for deciding the relative inappropriateness of the behaviour of Sara and Tina.

Piaget also believed that young children possesses the moral idea which he called retributive justice. A child controlled by the retributive justice will say that an evil person must be punished. He or she doesn't concern about the reasons for evilness. Anybody who violates the rules must be punished. But an adolescent can analysis the situation before making a judgement or comment. Judgement depends on true reasons and appropriateness. If a child of six years forgets to bring his or her tiffin to the school, the other children will not help him or her. But on the hand, an adolescent will agree to share his or her tiffin.

Thus, Piaget believed that moral development is closely related to the cognitive development. He explained how children's morality changes with time and age.

4.8 Kohlberg's Theory of Moral Development

Lawrence Kohlberg's theory of moral development posits that individuals progress through six distinct stages of moral reasoning, organized into three overarching levels: pre-conventional, conventional, and post-conventional. People move through these six stages in a fixed order and stage 6 can be reached at the age of 13. Kohlberg's model, inspired by and extending Jean Piaget's constructivist approach, emphasizes the form of moral justifications individuals use when faced with dilemmas, rather than the specific content of their decisions.

Kohlberg's level and corresponding stages of moral reasoning

Level 1 : Preconventional morality

At this level, children don't have a personal codes of morality. Instead moral decisions are shaped by the standards of adults and the consequences of following or breaking the rules. E.g.- If an action leads to punishment, it must be bad and if it leads to reward, it must be good.

Stage 1: Obedience and Punishment

This is a stage where an individual is stick to rules in order to avoid punishment. People develop obedience for its own sake. So, this is a stage of obedience and punishment.

Stage 2: Individualism and Exchange

At this stage, children recognize that there is not just one right view that is handed down by the different authorities. Different individuals have different viewpoints. At this stage, children also follows rules for his or her own benefit. Obedience occurs in case of reward.

Level 2 : Conventional Morality

At the conventional level, children decide what's right or wrong based on what most people think and expect, following social customs, rules, and laws. They consider actions like stealing as wrong because society and the legal system say so. In this stage, children adopt the viewpoints of authority figures and community standards.

Stage 3 : Good personal relationships

Children at this stage of moral development, adopt the “good boy–good girl” orientation, where moral rightness is determined by living up to social expectations and gaining approval from significant others. They focus on maintaining trust, loyalty, and care in their close relationships, and judge actions as right if they help them be seen as a “good” person by peers and authority figures

Stage 4 : Maintaining Social order:

At this stage, an individual obeys the rule defined by the society and begins to take moral decisions from the perspective of the society as a whole. This stage represents a shift from the earlier concern with personal relationships and approval (Stage 3) to a broader focus concerned with society as a whole. Here, the emphasis is on obeying laws, respecting authority and performing one's duties so that the social order is maintained.

Level 3: Post-conventional morality

This represents the highest level of true morality, where each person makes judgements based on their own conscience. They don't value a thing or conform to an idea just because society, rules, or laws say so; they act according to moral principles they've chosen for themselves. However, reaching this level isn't easy. A person might get there in early or middle adolescence, or it could be delayed until

their middle or later adult years—and some may never reach it at all. This highest level of moral development is again characterized by two stages -

Stage 5 : Social contract and Individual rights:

At this stage, people see laws not as fixed edicts but as social agreements that serve the common good and can be changed when they conflict with fundamental rights such as life and liberty. Individuals begin to appreciate that different people hold different values and beliefs, and they use abstract reasoning to evaluate how rules promote welfare and justice for everyone. Moral judgments are guided by respect for agreed-upon standards and the protection of individual rights, even if that means questioning or breaking existing laws through democratic processes

Example- In Heinz dilemma, the protection of life is more important than breaking the law against stealing.

Stage 6: Universal Principles

This is the final stage for morality of individual principles and conscience. People at this stage, have developed their own set of moral guidance, which may or may not fit the law. At this stage, individuals base their judgments on internalized ideals of justice, equality, and respect for human dignity, even when these conflict with laws or social convention. He does what he, as an individual thinks right, regardless of legal restrictions or the opinion of others.

From the above discussion of Kohlberg's theory of moral development, it is clear that children begin forming ideas of justice and distinguishing right from wrong in early childhood. However, true moral maturity begins to emerge in adolescence or later adulthood. Also it is not essential that all people pass through the third level of moral development. Most adults are not able to cross the second level and few can reach stage 5, and among these there

are very few number of people—who with strong reasoning skills—can think clearly and base their moral decisions entirely on their own conscience, even if it means putting their life or possessions at risk. s

Stop to Consider

- Piaget proposed two stages of moral development – the Heterogenous stage and the Autonomous stage.
- Kohlberg’s theory is an extension of Piaget’s work on moral development though Kohlberg used a more open-ended approach.
- Kohlberg saw each stage as an organized whole, a qualitatively distinct structure of moral thought that a person applies across a range of situations.

Self- Asking Questions

- Which stage of moral development, according to Kohlberg, is characterized by a focus on social norms and laws?
 1. Pre conventional stage
 2. Conventional stage
 3. Post conventional stage
- What are the two stages of moral development proposed by Jean Piaget?

4.9 Summing Up

Coming to the last part of this unit, we have tried to familiarize you with the meaning of morality, moral development during adolescence, building moral code or set of beliefs during adolescence, characteristics of adolescent’s moral development,

Jean Piaget theory of moral development and Kohlberg theory of moral development.

- Moral development is necessary for good living among adolescents because it helps them build the skills to make responsible choices, resolve conflicts, and interact positively within their communities. During adolescence—a period marked by rapid physical, emotional, and cognitive changes—developing a mature sense of morality supports the transition from relying solely on external rules to forming a personal system of values and ethical principles.
- Moral development involves development of the values, ideas, ethical principles, and societal rules that are treasured within a community. The human values such as honesty, integrity, fairness, and justice—belong to social domain. Alongside these values, moral development also fosters within adolescents personal virtues including self-control, independence, determination, courage, and discipline, all of which contribute to building a well-rounded character.
- The moral development starts from the period of infancy. The moral development of an adolescent is influenced by many agencies such as home, school, peers, society, co-curricular activities etc. All these agencies play an important role in moral development of the adolescents.
- Jean Piaget believed that child's perspective towards other people changes gradually from egocentrism to socio-centrism. Piaget believed that moral development is closely related to the cognitive development. He explained how children's morality changes with time and age.
- Kohlberg's theory is an extension of Piaget's work on moral development though Kohlberg used a more open-ended approach.

4.10 Questions and Exercises

1. Discuss Kohlberg's theory of moral development.
2. Discuss the moral development of the adolescent's.
3. What role do peer relationships play in shaping an adolescent's moral values and principles? Discuss.
4. How do family such as parenting styles and moral discussions, contribute to adolescent's moral development?
5. Discuss Piaget's theory of Moral development

4.11 References and Suggested Readings

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UNIT: 5

SOCIAL DEVELOPMENT DURING ADOLESCENCE

Unit Structure:

- 5.1 Introduction
- 5.2 Objectives
- 5.3 Social Development During Adolescence
 - 5.3.1 Influence of Family and Peer in Their Social Relationships
- 5.4 Characteristics of Adolescent's Social Development
- 5.5 Erickson's Theory of Psycho-Social Development
- 5.6 Identity Crisis Among Adolescent's
- 5.7 Educational Provision for Social Development
- 5.8 Summing Up
- 5.9 Questions and Exercises
- 5.10 References and suggested Readings

5.1 Introduction

In the previous unit, we have already studied that, Adolescence is a time when the body starts changing dramatically, and the mind begins to grow in new and sometimes confusing ways. While you can easily see the physical changes, the shifts in thoughts, feelings, and behaviors often take longer to become noticeable. Teenagers find themselves in a period full of surprises and uncertainty, where inner conflicts and a burst of new emotions can make life feel like a constant challenge. Adolescents undergo a lot of changes in their interpersonal relationships and they also begin to understand society and its diverse influences. The dependence on parents noted during childhood gets transformed into dependence on friends and peers.

And adolescents at this stage, starts to develop attraction towards members of the opposite sex. The adolescents also begin to acquire beliefs, opinions, attitudes, and stereotypes about society based upon their own understanding. In this unit, we will be focusing on social development during adolescence, influence of family and peer groups in their social relationships, characteristics of adolescent's social development, Erickson's theory of psycho-social development, identity crisis among adolescent's and educational provision for social development.

5.2 Objectives

After going through this unit, you will be able to-

- *explain* social development during adolescence,
- *understand* the influence of family and peer in their social relationships,
- *identify* the characteristics of adolescent's social development,
- *discuss* Erickson's theory of psycho-social development,
- *understand* identity crisis among adolescent's,
- Describe the educational provision for social development.

5.3 Social Development

Development plays a crucial role both in shaping individuals and in how people come together. Social development is all about changing and improving the way our communities work so that society becomes more capable of meeting its needs and goals. It's centred on empowering people and expanding opportunities for everyone to participate actively in life.

Adolescence is the period of rapid change and adjustments and holds a greater significance in the social sphere. During adolescence, social development becomes especially important. This is the time when young people learn how to interact with others, form meaningful relationships, and start to understand who they are. They acquire essential skills like effective communication, empathy, and cooperation that help them navigate everyday challenges. Moreover, these experiences prepare adolescents to take on responsibilities within their communities, fueling positive changes and contributing to the overall progress of society. By building strong social bonds and learning from diverse experiences, they lay the foundation for a more connected and supportive future for everyone.

Adolescence is a period of big changes in a young person's life. During these years, the influence of parents gradually diminishes while the influence of peers becomes more significant. During this stage, group loyalty becomes very pronounced. From around 11 to 17, youngsters experience many shifts in how they relate to the world and form connections with others. Cooperation reaches its peak during this period and the individuals are in a mood to sacrifice their own interests for the greater cause of the group, society and the nation.

This stage of life is not only about facing challenges but also about exploring new opportunities. It is a period of intense emotions and emotional behaviour dominates the social characteristics and qualities of adolescents. Adolescents experiment with different interests, ideas, and relationships, which help them learn important social skills like communication, empathy, and independence. An adolescent is highly sensitive, an idealist and a social reformer by nature. He is always ready to do some sort of social and community service.

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

Adolescents begin to form their identity by gaining their self-esteem and self-awareness. They put together different parts of their personality that they notice in themselves and others. This occurs mostly as a result of their social interactions. By talking and spending time with people, they learn how to make honest and caring friendships. These everyday moments with their friends, family and parents help them understand the importance of being true, kind and supportive, which guides their choices as they grow. Every interaction teaches them a little more about what they want to be and how they want to connect with the world. Through various social experiences, an adolescent begins to take on adult like behaviours.

During adolescence, growing socially means wanting to live in a way that matches the habits and styles of one's friends group. Young people often try to follow the trends and values that their peers support, which helps them fit in. Adolescents shape their self-concept by interacting with others and expanding their ability to consider different perspectives. Teenagers are socially very conscious and active. They start to see themselves as important members of society and also try to understand social customs and traditions, rules and laws, faith and belief and show loyalty to them. Adolescents also want that his/her personality should be recognized by their parents as well as their family members. Moreover, their

group of friends is quite large and unlike in childhood, they begin to show interest in people of the opposite gender. They are also too much sex-consciousness and often seek friendships with the opposite sex.

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

- (1) The first issue is establishing one's own identity. During this phase, individuals begin to establish their own set of values, beliefs, and aspirations, moving beyond the influences of family and society. This process helps them understand their unique role and place in the world.
- (2) Another task during this time is establishing autonomy. This means becoming an independent, self-governing individual within relationships. Once they gain autonomy, they are able to make and carry out their own decision, have their own set of principles and are not as dependent on their parents
- (3) In this period, adolescents also cultivate intimacy, which initially emerges in friendships with peers of the same gender. Intimacy encompasses relationships marked by caring, honesty, trust, and openness. Through these close same-sex friendships, young people practice the skills needed to begin, maintain, and eventually end personal connections.
- (4) During adolescence, a fourth key developmental challenge is becoming at ease with one's own sexuality, as young people learn to acknowledge and accept their emerging sexual feelings and identity. At this stage, they reach full reproductive maturity while also developing the cognitive capacity to reflect on and make sense of their sexual experiences and attractions.
- (5) The last issue that must be dealt with during adolescence is achievement.

This is a time when they need to decide what they want to do with their life, assess their abilities and figure out how they can attain their goals.

Let us now discuss about the influence of family and peer groups in their social relationships.

5.3.1 Influence of Family and Peer Groups in Adolescent's Social Relationships

Adolescence is a time when both family and friends play important roles in shaping how a young person connects with others. Families are usually the first source of love, support, and guidance, which help build an adolescent's sense of security and values. At the same time, friendships and peer groups become very influential as they expose teenagers to different ideas, interests, and ways of interacting, often encouraging them to explore who they are apart from their family. These experiences, both at home and with friends, work together to help teenagers learn how to communicate, manage conflicts, and form meaningful relationships later in life.

Family influence on socialization-

Adjustment with the parents and adolescents who have good relationship with their parents, may effect adolescent's personality, the socio-economic status and his/her ability to cope with the external world. The family influence on adolescent's socialization are :

- 1) **Emotional Security:** A supportive and caring home provides teenagers with a secure base to explore their world. Growing up in such an environment encourages them to trust others and be open about their feelings, which is crucial for building reliable and meaningful relationships. In a nurturing family,

adolescents experience consistent love and guidance, allowing them to develop a strong sense of self-worth and the confidence to form healthy bonds. This feeling of security not only fosters better communication skills but also equips them with the resilience needed to navigate social challenges outside the home.

- 2) **Role Modelling:** Parents and relatives act as live examples of positive behaviour, showing teens how to communicate with respect and resolve disputes effectively. Observing these interactions, adolescents learn to handle conflicts and express themselves constructively in their own social circles.
- 3) **Value Formation:** The customs and beliefs passed down through a family play a crucial role in developing an adolescent's ethical framework. These traditions act as a guiding compass, influencing how teenagers decide what is right and wrong, and shaping their behaviour in social settings.
- 4) **Self-Esteem Boost:** Consistent positive reinforcement and encouragement at home help nurture adolescents' confidence. This boosted self-belief not only makes it easier for them to engage in various social settings but also paves the way for building deeper and more authentic friendships.
- 5) **Conflict Resolution:** By observing how family members resolve disagreements, adolescents learn strategies for managing conflicts and negotiating differences in their broader social circles. Adolescent's who witness family conflict may be more likely to exhibit similar behaviours in their interactions with others, negatively impacting their social development.

Peer influence on socialization -

The term peer group refers to an individual's small, relatively intimate group of peers who interact on a regular basis. Peer group consists of individuals who share friendship, talk to each other and do activities together. The peer group influence on adolescent's socialization are described below:

- 1) **Exposure to diverse perspectives :** When young people interact with peers from different backgrounds, they encounter a wide spectrum of ideas, traditions, and cultural narratives. This interaction not only enriches their knowledge about the world but also nurtures critical thinking and empathy.
- 2) **Forum to share and solve problems :** In challenging situations, peer groups can offer a supportive environment where adolescents can share experiences, discuss issues, and receive encouragement from people going through similar life stages.
- 3) **Social Norms and Behaviour:** Peer groups play a significant role in establishing what is seen as proper behaviour. As teenagers spend time with friends, they naturally absorb unspoken rules and expectations about how to act, listen, and respond during social interactions. This process of learning by example helps shape their behaviour both within the group and in wider social settings.
- 4) **Identity Formation:** Friends provide alternative models for self-expression. Peer groups encourage teenagers to try new interests, experiment with their style, and ultimately discover what makes them unique.
- 5) **Influence on Decision-Making:** Teenagers often look to their friends when making choices about how to act, what to wear, or how to spend their time. Being part of a peer group can

shape their decisions in both helpful and risky ways. For instance, if their friends value studying and doing well in school, a teen might feel motivated to focus more on academics. On the other hand, if their group encourages risky behaviours, like skipping classes or trying substances, they may feel pressured to follow along to fit in.

Peer influences may be positive or negative. We have already discussed about the positive aspects of peer groups above. Negative aspects may include anxieties and psychological traumas caused due to peer group rejection, desire for acceptance may cause adolescents to compromise their beliefs and values

Stop to Consider

Social development is all about changing and improving the way our communities work so that society becomes more capable of meeting its needs and goals. It's centred on empowering people and expanding opportunities for everyone to participate actively in life.

Adolescence is a period of big changes in a young person's life. During these years, the influence of parents gradually diminishes while the influence of peers becomes more significant. From around 11 to 17, youngsters experience many shifts in how they relate to the world and form connections with others.

Check Your Progress

- How do family conflict's affect adolescent's social development?

5.4 Characteristics of Adolescent's Social Development

The characteristics of adolescent's social development are discussed below:

- 1) During the teenage years, feeling attracted to people of the opposite gender due to sexual maturity, is an important part of adolescent's. In this stage of life, teens start to form new friendships with same sex or with the opposite sex and their interest in the opposite sex helps them get more involved with others.
- 2) During the teenage years, many young people become very focused on how they look. They often see having the right figure as a key part of feeling good about themselves, almost to the point of obsession. Their attention isn't limited to just body shape, but also includes how they dress, the makeup they wear, the sports style they adopt, and even the hairstyle they choose. These are associated with the social roles that the adolescent's want to develop and experiment with.
- 3) Adolescent's look for friends who share their interests and values—people who understand them and make them feel safe. These friends are the ones with whom they can share their challenges and discuss personal issues they might not feel comfortable talking with their parents or teachers.
- 4) During this stage in life, media becomes a huge influence, especially through music and television. It gives teens role models like movie stars and top athletes—people they look up to and try to copy. These role models show them what is possible and help bring their dreams to life. Teenagers often find inspiration in the stories of famous figures, using their achievements as a guide for setting their own goals. This

exposure encourages them to explore different interests and envision a future where they can make a positive impact.

5) Adolescent's often shape their beliefs based on the ideas and standards of their friends, and these shared values become a way for them to judge others. They sometimes feel that what they believe in clashes with the views of their parents or the wider community. This struggle is a natural part of growing up, as it helps them figure out who they really are. By exploring different perspectives, they learn to form their own opinions and develop a stronger sense of identity, even when it means facing disagreements with those around them.

6) Teenagers look up to leaders who stand out because these leaders represent their group in the eyes of society. They expect their leaders to have certain qualities such as being attractive, smart, energetic, and proactive. Moreover, they appreciate leaders who are not only skilled but also relatable and supportive.

In addition to these traits, adolescents value leaders who show understanding and care for their peers. A strong leader inspires confidence and motivates others to work together toward common goals.

7) During their adolescence years, young people long for love and acceptance from important adults like parents, teachers, or mentors who truly understand them. They tend to be cautious and may not trust adults who seem insensitive to their feelings or needs. This desire for genuine connection makes them seek out relationships with adults who listen, show empathy, and provide support. When adults are caring and responsive, teens feel more secure and confident as they navigate the challenges of growing up.

- 8) During adolescence, teenagers are rebellious towards parents but still strongly depend on parental values. This mix of rebellion and dependency shows that while teens seek independence, they also need a foundation of familiar beliefs to help navigate the challenges of growing up. As they experiment with new ideas and test boundaries, the core values taught by their parents still provide comfort and guidance in their lives.
- 9) Adolescents tend to stick closely to the values of their friend groups, which gives them a sense of belonging and security. Sometimes, this strong connection can make them treat people outside their group with unkindness or indifference. They rely on their peers for support and understanding, so when someone doesn't share the same views, the group may dismiss that person. This behaviour often comes from their need to fit in and feel accepted, even if it means excluding those who are different

Check Your Progress

- 1: What is social development?
- 2: Mention the characteristics of adolescent's social development.

Now, let us discuss Erickson's theory of psycho-social development.

5.5 Erickson's Theory of Psycho-Social Development

Erickson's theory of psycho-social development brings into light the distinctive eight stages of psycho-social development spanning from

one's birth through adulthood named as Trust v/s Mistrust (birth-1.5 years), Autonomy v/s Shame and Doubt (1.5-3 years), Initiative v/s Guilt (3-6 years), Industry v/s Inferiority (6-12 years), Identity v/s Role Confusion (12-20 years), Intimacy v/s Isolation (20-45 years), Generativity v/s Stagnation (45-65 years), and Ego Integrity v/s Despair (65 years onwards). According to Erickson, at each stage of his development, the child faces a new crisis, i.e., an issue that needs to be resolved at that particular stage of development, the way in which the crisis of each stage is resolved has a major bearing on the development of one's personality. It is well reflected in the shape of positive and negative aspect of one's behaviour leading to his adjustment or maladjustment to his self and the environment resulting in his success or failure in life.

Stage 1: Trust vs. Mistrust- Erikson's first psychosocial challenge unfolds from birth to about one year and sets the foundation for all later developmental stages. During this period, the infant's complete reliance on caregivers means that consistent, loving responsiveness fosters a sense of basic trust, whereas neglect or unpredictability in care can generate lasting insecurity and mistrust.

Stage 2: Autonomy vs. shame and doubt- Erikson's second stage, Autonomy vs. Shame and Doubt, spans from about 18 months to 3 years, when toddlers learn to do things for themselves—such as feeding, dressing, and toilet training—which fosters a growing sense of independence. When caregivers support exploration and allow children to make simple choices, kids build confidence and develop the “will” to try new tasks on their own. However, if adults are overly critical, restrictive, or impatient, toddlers can internalize feelings of shame and doubt about their abilities. Successfully balancing freedom and guidance at this stage builds a healthy belief in one's own capabilities and lays the foundation for future self-confidence

Stage 3 : Initiative vs, guilt– The third stage, Initiative versus Guilt, is characterized between three to six years old, when children begin to plan games, lead play activities, and assert their own ideas. If caregivers encourage this exploration—answering questions, allowing choices, and supporting small projects—kids build confidence and develop a strong sense of purpose. Conversely, when adults are overly critical, controlling, or dismissive of these efforts, children may feel guilty, believing their ideas are wrong or troublesome.

Stage 4 : Industry vs. inferiority– Erikson's fourth stage, Industry vs. Inferiority, occurs roughly between ages six and twelve. In this phase, children begin school and take on tasks—like reading, writing, sports, and hobbies—and when their efforts are supported and praised, they build a strong sense of competence and pride in their abilities.

Stage 5 : Identity vs. role confusion– This stage beginning with the advent of puberty is marked with the crisis of identity vs. role confusion. Equipped with the sense of trust, autonomy, initiative and industry, adolescents begin to search for their own personal identity. During adolescence (roughly ages 12 to 20), young people where they try out different roles, values, and goals to build a clear sense of who they are and what they believe in. When teens receive support and freedom to explore, they develop fidelity, a stable identity and commitment to their own values. Without encouragement or with pressure to conform, they may feel uncertain about their place in the world and struggle to define themselves, leading to role confusion.

Stage 6: Intimacy vs. isolation- In young adulthood (approximately ages 20–45), the sixth psychosocial challenge is Intimacy vs. Isolation, where individuals learn to form deep, committed relationships with others; successfully forging these bonds cultivates the virtue of love and lasting social support, whereas failing to connect can result in loneliness and emotional distance.

Stage 7 : Generativity vs. stagnation- In middle adulthood (approximately ages 45 to 65), individuals face the challenge of Generativity vs. Stagnation, where they focus on creating or nurturing things that will outlast them—often through parenting, mentoring, work achievements, or community involvement—which fosters a sense of productivity and contribution to society. When adults successfully invest in the well-being of others and help guide the next generation, they develop the virtue of care and feel useful and accomplished. However, if they fail to find meaningful outlets for their energy and guidance, they may experience stagnation, feeling disconnected, unproductive, or self-absorbed.

Stage 8 : Integrity vs. Despair- This stage of psycho-social development is associated with later adulthood or old age (65 years onwards). Individuals look back on their experiences and achievements and either develop a sense of completeness and satisfaction (integrity) or feel deep regret and bitterness over missed opportunities (despair). When people accept their life—its successes and failures—they gain wisdom and inner peace, viewing their life story as meaningful. Conversely, dwelling on unfulfilled goals or past mistakes can lead to despair, hopelessness, and fear as they face life's final chapter.

Stop to Consider

Erickson in his theory of psycho-social development, postulated that we grow by interacting with our social world, facing new challenges from the moment we're born. At each stage of life, these social pressures create conflicts or pressures that guide our development and help us build the strengths for different ages or developmental stages of his life

SELF-ASKING QUESTIONS

1. Which stage of psychosocial development do adolescent's experience, according to Erik Erickson?
 - a. Trust vs Mistrust
 - b. Identity vs. Role Confusion
 - c. Industry vs. Inferiority
 - d. Intimacy vs. Isolation

5.6 Identity Crisis Among Adolescence

An identity crisis in teenagers is a common experience where they feel uncertain about who they are and what they want in life. This usually happens during adolescence, a time filled with many physical, emotional, and social changes.

Teenagers start to ask themselves questions like "Who am I?" and "What do I believe in?" They may explore different hobbies, styles, or friend groups to find where they fit in. Sometimes, they might feel confused or unsure, especially if their personal beliefs differ from those of their family or society.

This period of self-exploration is a normal part of growing up. It's how teens learn about themselves and develop their own identity. Support from parents, teachers, and friends can help them navigate this journey and build confidence in who they are.

Psychologist Erik Erikson (1968) said that the main task during adolescence is to face the challenge of finding one's identity. This means figuring out who you are, what you believe in, and what role you want to play in society. Identity is your sense of self—your values, beliefs, skills, and strengths. Finding your identity helps you understand where you fit in the world.

As children, young people mostly follow what their parents believe. But during the teenage years, they begin to form their own thoughts and opinions. This often leads to disagreements with parents and society. Teenagers may feel confident one moment and unsure the next. Feeling confused about who they are is very common during this time. Their thinking abilities become more advanced. They start to think about abstract ideas, consider different possibilities, and understand complex concepts. This development helps them reason logically and solve problems more effectively. They also become more aware of their own thought processes, which allows them to reflect on their decisions and actions. However, this stage of growth can also lead to uncertainty, as they are still figuring out their identity and place in the world. It's common for teenagers to experience fluctuations between confidence and insecurity during this time.

It's important for parents, teachers, and other adults to support teenagers, helping them set and reach goals that give their life meaning. Most teens manage to overcome this identity crisis by the time they become adults. However, some may continue to feel lost and face problems in early adulthood. How intense this identity crisis is can vary depending on the culture or society.

Overall, adolescence is a time of big changes and emotional ups and downs. Teenagers start to think in deeper, more logical ways and can even be very creative. They often try out new ideas and may take risks. Although their thinking becomes more mature and closer to that of adults, they still sometimes act without fully understanding the consequences, mainly because they are still figuring themselves out. This phase is characterized by a blend of growing independence and the need for guidance. Teens may experiment with different identities, influenced by peers and societal expectations. Supportive environments, including understanding from parents and mentors, are crucial in helping adolescents navigate these formative years. Encouraging open communication and providing opportunities for self-expression can aid in their journey toward self-discovery.

Check Your Progress

- 1: crisis is often seen in adolescence.
- 2: Adolescent's begin to develop that are more intimate, exclusive and more constant than in earlier years.
- 3: Adolescence is not a period of rapid change and adjustment. (True/False)
- 4: Feeling confused about who they are is very common among adolescent's during the time of adolescence. (True/False)

Stop to Consider

Adolescence is a time filled with many physical, emotional, and social changes. Adolescence is a time when both family and friends play important roles in shaping how a young person connects with others. Adolescence is a time when peers play an increasingly important role in the lives of youth.

5.7 Educational Provision for Social Development

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

1. Teaching leadership skills to teenagers is essential for their personal and social development. By learning how to lead, teens gain confidence, improve communication, and become more responsible. Leadership training helps them make better decisions, solve problems, and work well with others. It also encourages them to take initiative and contribute positively to their communities. These experiences prepare them for future challenges and help them grow into capable and compassionate adults.
2. Creating a positive and supportive environment at both school and home is essential for adolescents to adjust well and thrive. Such environments help teenagers feel safe, valued, and understood, which is crucial for their emotional and social development.

At school, a healthy atmosphere includes supportive teachers, respectful peer relationships, and a sense of belonging. When students feel connected to their school community, they are more likely to engage in learning and exhibit positive behaviours. This connection can reduce the risk of issues like anxiety, depression, and academic struggles. At home, a nurturing environment involves open communication, emotional support, and consistent routines.

3. Encouraging adolescents to engage in group activities and collaborative projects offers numerous benefits for their personal and social development. Such participation enhances their communication skills, fosters teamwork, and promotes empathy. Working together towards shared goals

helps teens build trust, understand diverse perspectives, and develop a sense of belonging. These experiences not only boost self-confidence but also prepare them for future challenges by teaching problem-solving and leadership skills.

4. Providing adolescents opportunities to share their thoughts and ideas by organizing activities like debates, group discussions, lectures, and seminars. These events help improve communication skills, boost confidence, and encourage active participation. They also allow them to learn from each other and understand different points of view.
5. Adolescents should be encouraged to take part in field trips, study tours, and visits to historical sites. These activities give them a chance to learn outside the classroom while seeing real-life examples of what they study. By exploring museums, historical places, and other cultural sites, teens can develop a deeper understanding of history and different cultures. Moreover, such outings make learning more engaging and improves social skills.
6. Encourage teenagers to develop positive habits, strong values, and caring attitudes towards their community. When young people learn to act with respect, honesty, and kindness, they not only improve themselves but also make the community better. By supporting activities like community service, group projects, and school programs that emphasize social responsibility, we can help teens grow into thoughtful and compassionate adults.
7. Encourage young people to follow the traditions that are important in both their school and family. By doing so, they learn to appreciate the values and customs that help shape

their character. When teens honour these traditions, they build a strong sense of identity and respect for their community. This connection to their roots also inspires responsibility and unity, contributing to a positive and supportive environment at home and at school.

8. Teacher or parents should provide the knowledge of rich heritage, values, traditions, cultural aspects of the society etc so that by understanding them, they become able to transmit the same at later stages of life.
9. Adolescent's should be encouraged to participate in various community service projects that suit their unique talents and interests. By choosing activities that align with what they enjoy—whether that's environmental care, helping at local shelters, or supporting educational programs—they can explore their strengths and develop new skills. This involvement teaches teamwork, empathy, and responsibility while also giving them the chance to make a meaningful impact on their community.

Stop to Consider

Schools help teens build social skills by offering group projects, peer mentoring, and extracurricular clubs where they take on leadership roles and practice teamwork. The learning environment also integrates social-emotional activities—like guided discussions and role-playing—that encourage communication, empathy, and conflict resolution. By providing safe spaces for volunteer work, peer support groups, and adult mentorship, educational settings enable adolescents to form trusting relationships and engage positively with their communities.

Teaching leadership skills to teenagers is essential for their personal and social development, encouraging young people to follow the traditions that are important in both their school and family and also encouraging young people to follow the traditions that are important in both their school and family, will help teachers and parents in making their child socially developed as well as socially well matured.

5.8 Summing Up

Coming to the last part of this unit, it can be said that this unit has tried to familiarize you with social development during adolescence, influence of family and peer in their social relationships, characteristics of adolescent's social development, Erickson's theory of psycho-social development, identity crisis among adolescent's and educational provision for social development. and its associated changes that takes place during the period of adolescence.

- Social development during adolescence stage occupies very important place in the overall process of growth and development.
- During the process of social development at the time of adolescence, there is a progress in the social abilities or skills of an individual.
- During the teenage years, feeling attracted to people of the opposite gender due to sexual maturity, is an important part of adolescent's. Adolescence are too much sex consciousness and tries to seek friendship with the opposite sex aspects.
- Adolescence is a time when both family and friends play important roles in shaping how a young person connects with others. Families are usually the first source of love, support, and

guidance, which help build an adolescent's sense of security and values. At the same time, friendships and peer groups become very influential as they expose teenagers to different ideas, interests, and ways of interacting, often encouraging them to explore who they are apart from their family.

- Erickson in his theory of psycho-social development, postulated that we grow by interacting with our social world, facing new challenges from the moment we're born. At each stage of life, these social pressures create conflicts or pressures that guide our development and help us build the strengths for different ages or developmental stages of his life.
- An identity crisis in teenagers is a common experience where they feel uncertain about who they are and what they want in life. This usually happens during adolescence, a time filled with many physical, emotional, and social changes. Teenagers start to ask themselves questions like "Who am I?" and "What do I believe in?" They may explore different hobbies, styles, or friend groups to find where they fit in. Sometimes, they might feel confused or unsure, especially if their personal beliefs differ from those of their family or society.
- It is very important for parents teachers and teachers in making their children socially developed as well as socially well matured by creating positive and supportive environment for effective social adjustment, by creating more opportunities to express themselves, by engaging them in different social work according to their interests and skills and also by cultivating good habits, values and attitudes towards society.

5.9 Questions and Exercises

1. Explain the social development during adolescence.
2. Discuss the characteristics of adolescent's social development.

3. Discuss the role of family dynamics and peer groups in social development during adolescence.
4. Discuss the educational provision for social development during adolescence.
5. Discuss the relationship between social development and mental health during adolescence.

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Block : V
Personality Development

- Unit 1 : Personality Development and Personality Deviation During Adolescence
- Unit 2 : Self Concept and Self-Esteem of Adolescents
- Unit 3 : Adjustment Problems of Adolescents
- Unit 4 : Juvenile Delinquency

UNIT-1

PERSONALITY DEVELOPMENT AND PERSONALITY DEVIATION DURING ADOLESCENCE

Unit Structure:

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Personality Development
- 1.4 Factors affecting Personality Development
- 1.5 Influence of Family in the Personality Development of Adolescents
- 1.6 Influence of Peers in the Personality Development of Adolescents
- 1.7 Personality Deviation
- 1.8 Causes of Personality Deviation
- 1.9 Summing up
- 1.10 Questions and Exercises
- 1.11 Answer to Check Your Progress
- 1.12 Reference and Suggested Readings

1.1 Introduction

Development of personality is – all about the total development of qualities in an individual. It includes physical, psychological, social, emotional, aesthetic and moral characteristics possessed by an individual. But thing is that individuals at 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 human body take place at this period. Personality development starts from early childhood to adulthood stage where self-concept, self-esteem, adjustment, etc. are considered as very important. Therefore, in this block, we will discuss the different aspects of personality development during adolescence which are –self concept, self esteem, personality deviation, adjustment problems and juvenile delinquency.

1.2 Objectives

After going through this unit you will be able to-

- *understand* the concept of personality,
- *explain* various factors that determine personality,
- *discuss* the influence of family and peers on personality development of adolescence,
- *know* the meaning of personality deviation,
- *identify* the causes of personality deviation during adolescence.

1.3 Personality Development

Personality is a very broad and comprehensive term. According to personality psychologists, personality is the characteristics that differentiate people in behaviour across different situations. Therefore, personality encompasses the characteristic ways that people behave across different situations.

Some important definitions, of personality are given below:

H.C. Warren: "Personality is the entire mental organization of a human being at any stage of his development"

Woodworth: "personality is the study of sum total of the behaviour of an individual."

Vallentine: 'Personality is the sum total of innate and acquired dispositions.'

Gordon Allport: "Personality is the dynamic organization with the individual of those psycho-physical systems that determine his unique adjustment to his environment."

Martin Prince: "Personality is the sum total of all biological innate dispositions, impulses, tendencies, aptitude and instincts of the individual and the dispositions and tendencies acquired by experiences."

From the above definitions the following statement can be made about personality:

- Personality is a very broad term.
- Personality is dynamic.
- Personality is unique.
- Personality is an organised set.
- Personality includes physical, mental and emotional traits.
- Personality is adjustment to one's environment.

There are lot of theories which try to explain personality. The psychoanalytic theory developed by Sigmund Freud, an Austrian Physician, explained that unconscious forces act as determinants of personality. The theory proposes that personality consists of three components - the id, ego and super ego. The recent theory 'Biological approaches to personality' explains that personality is inherited. The heredity plays an important role in determining the personality of an individual again the theory 'humanistic approaches to personality' emphasises that innate goodness of people and their desire to grow constitute personality. It stresses the interaction between nature and nurture. The social cognitive theory explains

that a person's cognition, thoughts, feeling expectations and values are the determinant of personality. According to humanistic theory personality is flexible and resilient throughout one's life. But all the others above mentioned theories emphasis the stability of characteristics throughout a person's life.

Stop to Consider

Gordon Allport: "Personality is the dynamic organization with the individual of those psycho-physical systems that determine his unique adjustment to his environment."

1.4 Factors Affecting Personality Development

The development of personality depends upon certain factors. These factors are:

1. Environmental and hereditary factors.
2. Physique
3. Chemique and
4. Learning

❖ Environmental Factors and Hereditary Factors:

Environment is a crucial factor for personality development of the adolescents. The home environment, the school environment and the community environment greatly influences in the development of personality of the adolescents. Environment enhances the potential capabilities of individuals. Hereditary factors are the inherited genetic factors that influences greatly in the development of personality of adolescents. Personality is the sum total of all human behaviour. According to the modern psychologists, development is a joint function of heredity and environment. Therefore, in the developmental aspects of an adolescent, both heredity and

environment influence combine to produce specific developmental patterns and outcomes.

But the debate over the issue of relative importance of one over the other is still going on. The supporter of environmental factors argues that Einstein became great due to the environment provided to him. If he was not given schooling and intellectual stimulation he would never become so great inspite of his genetic potential. On the other hand, the supporter of hereditary factors argues that a man cannot run at the speed of 100 kms per hour even if he is given the best form of environment. A man cannot live upto 200 years inspite of giving good environment. So there are genetical influences in these cases.

❖ **Physique:**

The physical appearance indirectly influence on the personality development of an adolescent. Stout body, good voice, tallness and smart looking appearance exert positive influence on the personality development. But a dwarf boy develops an inferiority complex because he is ridiculed by all for his shortness. Similarly a fat boy or girl is given a different treatment by his or her peers. All these complexities hamper in the proper development of personality and adjustment mechanism.

❖ **Chemique:**

The development of personality of an adolescent depends on the proper functioning of the various glands. These glands secrete hormones and regulate the body functions. But malfunctioning of these glands affect on the behaviour and personality of the adolescents. For example-over-secretion of fluid by the thyroid gland makes an individual restless, irritable and it causes goitre. The under secretion of fluid makes an individual slow, lazy and sleepy. The pituitary gland is the most important gland in a human body.

Proper functioning of the body is controlled by the gland. The malfunctioning of this gland effects the secretion of hormones which are most essential for growth, metabolism, maturation, reproduction and other bodily functions.

❖ **Learning:**

The permanent change in behaviour is called learning.

So learning is associated with the changes in behaviour. Adolescents gather learning experiences through different learning activities. Richer the learning activities richer will be the learning experiences. There are two types of learning experiences direct and indirect learning experiences. Adolescents gather knowledge by applying both these two types of learning experiences. These learning experience constitute learning and learning changes the behaviour of the learner.

In sum environmental and hereditary factors, physique, chemique and learning are the potent factors that influences in the development of personality of the adolescents. Environmental factors play an important role in cognitive development and learning. Parents and teachers should provide opportunities to their children to explore their environment. According to most developmental psychologists, heredity defines the upper limit of growth and change and environment is responsible in attaining the degree to which the upper limits are reached. The genetic potential of individual can be enhanced by providing good environment. Thus, development of an individual depends both on heredity and environmental factors. Physic and chemique are related to bodily changes and functions.

Self-Asking Question

What are the Factors that affect Personality Development?

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1.5 Influence of Family in the Personality Development of Adolescents

Home is the first environment of a child. It influences in the development of the child. The children are reared at home under the loving care of the mother and other members of the family. In course of time a child becomes an adolescent and he/she needs a number of things for the growth and development of personalities.

These needs can be categorized under the following headings:

1. Physiological needs
2. Emotional and social needs
3. Intellectual needs
4. Inter personal relationships among family members.

Physiological needs: The material conditions of the home influence the adults in their personality development. The material conditions means availability of space and living conditions, number of family members, neighbourhood conditions, availability of essential facilities and availability of money. All these above factors have a bearing on the behaviour of the adolescent. The poor families are unable to provide the necessary physical conditions to their children/adolescents. This results in tensions and quarrels among the family members and help develop bad effect on the adolescents.

Emotional and social needs: Emotional and social needs are another important need of adolescents. The caring love of parents

and other members of the family, the sense of belongingness to a family or a society influences in the development of personality of the adolescents. An adolescent who feels unloved and rejected expresses unhappiness and anxiety in different forms. On the other hand acceptance and belongingness make them happy and secure. Acceptance and belongingness are essential to establish their identity and self-esteem. Home is a miniature society. At home adolescent learns cooperative learning and many other qualities for living in a society. During adolescence, new desires come into their minds and feel maladjusted. If sympathetic treatment is not given to them then the adolescents may develop into what is commonly called the juvenile delinquent.

Adolescence is the time in which child adjust himself/herself completely to the environment.

Interpersonal relationships in the home: Constant conflicts at home, parental ill-health, broken homes etc. adversely affect the mental health of the adolescents. Therefore, home should be a place where affectionate relationship exists between the parents, brothers and sisters and among the other members of the family. Such a situation or atmosphere in the home make in the development of personality of the adolescents.

Intellectual needs: Self-expression is one of the outstanding characteristic of adolescents. They always want to express their ability in different forms according to their interest and capabilities. The home should provide a congenial atmosphere where the adolescents can use their cognition properly. Therefore, the responsibilities of the parents and the attitude of the adolescents will help in the innovation of ideas and thoughts. These innovations will lead them towards success and help to develop an intellectual climate at home.

Thus, strong material support, emotional and social guidance, intellectual climate at home together with sound interpersonal relationship in the home contribute immensely in the growth and development of personality of the adolescents

1.6 Influence of Peers in the Personality Development of Adolescents

The instinct of gregariousness of the childhood is transformed into groups in adolescence life. A group consists of individuals of equal status and move by common sentiments and ideas. The group is guided by the group spirit and sympathy of numbers and represent a common spirit. An emotion experienced by any one member of the group is transferred to another classmate.

The acceptance of an individual by their peer group is very important for the individual. Some individual indulges in anti-social activities for their non-inclusion into the group. The parents should protect them from such behaviours by helping them to be accepted by the group. The group also gives them a sense of belonging and encourages some common works to do. If the group is directed by constructive activities, then each member of the group will be benefited otherwise they will fail in their mission to success in education. Working in a group will increase their self confidence and emotions. This will help them in the proper development of their personality and character.

The peer influence is most essential for an individual to progress in proper direction. The negative influence may lead to frustration and maladjustment. Therefore, it is utmost important for the parents and teachers to observe carefully the common interest of the group as a whole.

Through friendship, adolescents develop social development. Developmental psychologist Willard Hartup believed that both vertical and horizontal relationships are necessary to develop social competence. The social competence influences the adolescent's personality to a great extent.

Play is another medium through which adolescents make friendship. According to some psychologists play is an expression of manifold instincts. Through play a number of instinctive tendencies such as self-assertion, fighting, escape, gregariousness, laughter etc are realised. Play reduces the emotions and conflicts and help in better adjustment in society with enhanced personalities.

Moreover through play a good number of virtues such as piety, honesty, benevolence, generosity, fellow-feeling, subordination to the group are learnt. All these qualities influence in the personality development of an adolescent in a right direction.

Through peer group activities an adolescent may find a place in society. This social recognition is most essential for all round development of an individual.

1.7 Personality Deviation

Deviation means divergence or variance from commonness or normal standard. A person who has sunk below the normal standard of any dimension of his different bio-logical or psychological properties, then personality deviation occurs. When a person deviates from normal properties of personality, then it is called personality deviation. It is the deviation of personality of a person from normal. If a person shows variation from commonly established ways of personality, then it can be defined as personality deviation. It refers to a person's offensive or act of a sin in his behaviour.

In broader sense, personality deviation can be defined as a way of thinking, feeling and behaving which makes deviations from the expectations of the culture, causes distress or problems functioning, and lasts over time.

Stop to Consider

- When a person deviates from normal properties of personality, then it is called personality deviation
- In broader sense, personality deviation can be defined as a way of thinking, feeling and behaving which makes deviations from the expectations of the culture, causes distress or problems functioning, and lasts over time.

1.8 Causes of Personality Deviation

There are lots of causal factors behind personality deviation and all those factors can be classified under three heads-

- **Hereditary factors:** Hereditary factors contribute a lot on personality deviation. It is nothing but the deviations from normal personality behaviour carried out generation after generation by genes.
- **Physiological factors:** The main physiological factor of personality deviation is brain damage. Because of severe type of brain injure, a person's central nervous system affects personality deviation.
- **Environmental factors:** The environmental factors of personality deviation are-
 - (i) Pre-matured delivery
 - (ii) Malnutrition
 - (iii) Insufficient experience
 - (iv) Simulation

Self Asking Questions

“Personality deviation happens because of a number of factors.”

Explain the statement within 200 words mentioning the causal factors of personality deviation.

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1.9 Summing Up

- Personality is a very broad and comprehensive term. There are a lot of theories developed during recent past which explains the nature and roots of psychology. According to the psychoanalytic theory of sigmund Freud, unconscious forces act as determinant of personality. The recently developed 'Biological approaches to personality' explain that personality is inherited. The 'humanistic approaches to personality' emphasises that people's innate goodness and desire to grow are the constituent of personality. Some of the important definitions of personality, have been included in this unit.

- The development of personality depends upon many factors which have been listed below.

1. Environmental factors: The home environment, school environment and society environment are the potent factors of personality development of the adolescents.

2. Physique: The physical appearance, strength, voice, ability to solve problems etc. greatly influence in the development of personality.

3. Chemique: The proper functioning of the various glands help in maintaining the human characteristics of a person which ultimately lead in the development of personality.

4. Learning: The personality of individuals depend on the learning experiences gathered through different activities during life time.

- According to personality psychologists, personality is the characteristics that differentiate people in behaviour across different situations. Therefore, personality encompasses the characteristic ways that people behave across different situations.
- Adolescence is the most crucial stage for shaping one's personality since all biological and psycho-chemical changes in human body take place at this period. So, development of personality of an adolescent includes physical, psychological, social, emotional, aesthetic and moral characteristics.
- Personality deviation means deviations of behaviour from normal or standard behaviour. So deviation from normal behaviour is the abnormal behaviour. The meaning of abnormal behaviour is closest to disorders. It is very difficult to distinguish abnormal behaviour from normal behaviour, but there is a clear line between normal behaviour and abnormal behaviour. Keeping in mind the difficulties in distinguishing between these two types of behaviour, psychologist have defined abnormal behaviour is a variety of ways.
- Personality deviations or disorders can be defined in various ways. Some of these definitions are based on statistics, deviation from the ideal, abnormality causing subjective discomfort and inability to function effectively respectively.

1.10 Questions and Exercises

1. Elaborate the terms personality development and personality deviation with reference to personality development during adolescence.
2. Define Personality. Discuss the Factors that affect Personality Development?
3. Discuss various causes of Personality Deviation.
4. Discuss the role of family and peers in the personality development of adolescence.
5. Write short notes on the following topics.
 - (a) Personality development
 - (b) Personality deviation

1.11 Answer to Check Your Progress

Ans to Q No 1: The development of personality depends upon certain factors. These factors are:

1. Environmental and hereditary factors.
2. Physique
3. Chemique and
4. Learning

Ans to Q No 2: There are lots of causal factors behind personality deviation and all those factors can be classified under three heads-

- **Hereditary factors:** Hereditary factors contribute a lot on personality deviation. It is nothing but the deviations from normal personality behaviour carried out generation after generation by genes.
- **Physiological factors:** The main physiological factor of personality deviation is brain damage. Because of

severe type of brain injury, a person's central nervous system affects personality deviation.

➤ **Environmental factors:** The environmental factors of personality deviation are-

- (j) Pre-matured delivery
- (ii) Malnutrition
- (iii) Insufficient experience
- (iv) Simulation

1.12 Reference and Suggested Readings

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UNIT: 2

SELF CONCEPT AND SELF-ESTEEM OF ADOLESCENCE

Unit Structure:

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Meaning of Self Concept
- 2.4 Differences Between Self-Concept and Self-Esteem
- 2.5 General Determinants/Components of Self –Concept
- 2.6 Conditions that Influence the Self-Concept of Adolescents
- 2.7 Types or Classification of Self –Concept
- 2.8 Self-Esteem
- 2.9 Determinants or Factors of Self-Esteem
- 2.10 Summing Up
- 2.11 Questions and Exercises
- 2.12 Answer to Check Your Progress
- 2.13 Reference and Suggested Readings

2.1 Introduction

Self-concept is knowing about self. It is important to know how much we know about ourselves our qualities, our strengths, our weaknesses, our likes and dislikes. Self-concept is a quality that only we human possess. A strong self concept is necessary for effective living and therefore it is the foundation for a life we wish to develop for ourselves. The domain of self-concept includes the different aspects of personalities and attitudes towards self. All these ideas about self makeup self-concept system and are generally referred to as his or her self-concept.

The self-concept should be an adequate self-concept. A person having a very high opinion about himself or herself does not mean a

good or adequate self-concept. Therefore, a good or adequate self-concept means a good picture of himself or herself realistically. The strong points encourage an individual but at the same time the weak points should not make him or her anxious and inferior to others. Therefore, a fairly good picture about oneself is necessary to see oneself realistically.

Persons with adequate self-concepts are not sensitive to personal criticism as they know about their short comings as well as of their strengths. They donot feel jealous at other person's success. It is found that students having good self-concept show better result than those of having poor-self concept. Poor self-concept reduces the self-confidence which leads to under achievement.

2.2 Objectives

After going through this unit you will be able to-

- *understand* the meaning of self concept,
- *differentiate* between self-concept and self-esteem,
- *know* various components of self –concept,
- *explain* the conditions that Influence self-concept,
- *classify* of self –concept,
- *understand* the meaning of self-esteem and its factors.

2.3 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. Simply, it refers to someone's own concept about himself or herself. It is the set of knowledge of a

person about its own. What a person knows about himself or herself regarding the possession of all the characteristics, attributes, qualities, capacities, deficiencies, limits, values and maintaining relationships in society, is nothing but self concept. It is the reflection of the reactions of others towards the individual. But the thing is that the perception towards the self of a person changes with the maturity. There are lots of influencing factors which change the concept of self. 'Praise and blame', 'rewards and punishment', 'personality of the teachers', 'roles we play', 'our goals and objectives', etc. are more prominent among those. Knowing of "It is me" or answering to the question "who am I" is sufficient to explain this concept. Encyclopedia of psychology defined Self Concept as totality of attitudes judgment and values of an individual relating to his behaviour abilities and qualities. Some other definitions of self-concept are given below.

According to Jerschild (1960), it is a composite of a person's thought and feeling, his views of what he is, what he has been and what he might become and his attitude pertaining to his worth.

Burns in the year 1979 defined that self-concept is a psychological entity which includes our feelings, evaluations and attitudes as well as descriptive categories of ourselves.

According to Baumeister (1999), self concept means- "The individual's belief about himself or herself, including the person's attributes and who and what the self is".

Carl Rogers said that one's self- concept influences how one regards both oneself and ones environment. The self-concept of a mentally healthy person is consistent with his or her thoughts, experiences, and behavior.

Woolfolk, in the year 2001 commented “Self-concept is defined as the value that an individual places on his or her own characteristics, qualities, abilities, and actions.”

So, from the definitions cited above, it becomes clear that Self Concept represents an individual’s inner world. It refers to the impression or image of a person as perceived by him or by others.

Stop to Consider

- Carl Rogers and Abraham Maslow were the pioneer psychologists to establish the idea of self concept in the field of psychology.
- What a person knows about himself or herself regarding the possession of all the characteristics, attributes, qualities, capacities, deficiencies, limits, values and maintaining relationships in society, is nothing but self concept.
- Self concept is an idea or an image about what attributes we have in ourselves.

2.4 Differences between Self-Concept and Self-Esteem

There is a difference between self-concept and self esteem though they are used by common people interchangeably. Self – concept is nothing but how we know and understand ourselves. It refers to the mental understanding about our own existence. But self –esteem is an important part of self-concept. It stands for a disposition that a person has and represents also the person’s judgment of its own worthiness. Self-esteem always meant for the magnitude or the extent to which we like to accept or value ourselves. The main difference between self-concept and self-esteem lies at the addition of feelings. Self-concept is simply the informational side of things, where you know facts about what you are like. Self-esteem is how

you feel about those things you know, like whether you enjoy the fact that you are talkative at parties (high self-esteem) or you think that you are annoying and need to learn to shut up sometimes (low self-esteem). There are a variety of self-esteem effects that can come from the self-concept. In a nutshell, we can say that self-esteem is the affective position of the self; whereas self-concept is the cognitive part of the self.

2.5 General Determinants/Components of Self –Concept

According to Carl Rogers, Self-concept has three main determinants-

- (a) Self-image or the view you have of yourself.
- (b) Self-esteem or self worth means how much value you place on yourself
- (c) Self-confidence or ideal self means what you wish you were really like that. It is a behavioural component.

Some other psychologists want to classify the components in different ways. According to them, the components of self-esteem are- (a) The perceptual (b) The conceptual and © The attitudinal. The first component refers to the image, the person has of his body and the impression he makes on others. The perceptual component is also called the “Physical self- concept”.

The conceptual component is related to a person’s conception of his distinctive characteristics, his abilities and disabilities, his original background and his future. It is also called as the “psychological self concept”. This psychological self concept is the composition of the different dispositions like- honesty, independence, courage and their opposites.

Again the third determinant that is the attitudinal component means the feelings of a person about himself or herself, his attitudes about his present status and future prospects, his feelings about his worthiness and his attitudes of self esteem, self approach, pride and shame. It also includes the components of beliefs, values, ideals, aspirations and commitments at adulthood period.

2.6 Conditions that Influence the Self-Concept of Adolescents

- a. Age of Maturing: Children who get maturity at early, normally they are treated adults-like. It helps them to develop favorable self concept. But children experiencing late maturity feel inferiority complex and misunderstood which may lead to maladjusted behaviour.
- b. Physical Attractiveness: Any kind of physical disability adds to embarrassment of an adolescent and it may develop negative kind of self-concept.
- c. Appropriateness in Sex: If there is anything wrong in sex appropriateness, it makes adolescents too much conscious and they develop negative kind of behaviour towards self.
- d. Family relations: Adolescents very often like to identify themselves with their senior family members. So the kind of relationship their family members show influence on the development of self-concept.
- e. Ridiculous Name and Nicknames: In most of the time ridiculous names and nicknames make embarrass to young adolescents which develop unfavorable self-concept.
- f. Peers: Self concept of adolescents is very often influenced by what their peer groups think, believe and approve.

- g. Support and encouragement for Creativity: Support and encouragement for creative ideas in play and academic activities lead to develop favourable kind of self concept among adolescents and it influences on personality pattern.
- h. Level of Aspiration: Realistic and adequate level of aspiration is always necessary for more success and success leads to grow positive self-concept.

2.7 Types or Classification of Self –Concept

Research studies have categorized self-concept into four categories which are mentioned below-

- (1) Perceived self-concept
- (2) Ideal self-concept
- (3) Real self-concept
- (4) Social self-concept

Psychologist James for the first time suggested the perceived self-concept category. Its name signifies that what a person thinks what he is, or when he referred to “self- he hopes he now is” and the “self- he fears he now is”. Such type of self-concept may be either positive or negative depending upon the time and situations. Normally perceived self-concept is influenced by the recent experiences or by some emotional state of affairs. Real self concept is a person’s concept of what he really is. Social self concept is based on others’ comment and believes about a person’s actions and behaviours. As for example, if a child is consistently told that he is “naughty”, then he will develop a concept of naughty child itself. Again, the ideal self concept is formed by the perceptions of what a person believes he ought to be. Ideal self concept may be realistic or may be unrealistic.

Check Your Progress

Q1. Write any one definition of self –concept.

Q.2. Write the main point of differences between Self-concept and self esteem.

2.8 Self-Esteem

Children and adolescents have a tendency to test their abilities more consciously. They evaluate their own performance in studies and in other co-curricular activities in which they are interested. School is a place where varieties of talents and capabilities can be put in test with the help of teachers' help and guidance. Thus, self esteem is an evaluation of self.

Adolescents seek an identity in society or in school. An adolescent always try to safeguard his/her identity under any circumstances. Identity development is connected with the development of self-esteem. Through rationalisation an adolescent boy or girl develops explanation to protect his/her identity or self-esteem. Therefore, adolescents consider self-esteem in high-esteem in their lives and try to protect and enhance them.

However, American psychologist and philosopher William James in the year 1890 used the concept of self esteem for the first time. Generally, it is a desirable or undesirable orientation towards one's self. Self-esteem refers to a person's general attitude about himself or herself. It is the perception of a person towards self, means to what extent he or she can accept or approve of him or herself or how much the persons value themselves. It is the affective position of the self which comprises of thoughts, beliefs and ideas about one self. It means the extent to which you value yourself. Self-esteem is also known as self-worth. It is nothing but the extent to which we like to

accept or approve of ourselves, or how much we value ourselves. Self-esteem always involves a degree of evaluation and we may have either a positive or a negative view of ourselves. If there is a greater the difference between self-image and ideal self, then it will automatically lower the self-esteem of that individual. Webster's Dictionary (in 1994) defines self-esteem as "satisfaction with oneself". Abraham Maslow lays esteem needs at the fourth level in his hierarchy of human needs and emphasised that the need for self esteem is need for personal worth along with feeling of accomplishment and prestige.

According to Carl Rogers, Self concept comprises of three components which are self image, self esteem and self confidence. So, from this point of view, self esteem is one of the basic components of self concept. To have a clear concept of self –esteem, a few definitions are given below-

William James defined it in terms of ratio. According to James, **Self esteem = Successes/pretensions**. This formula says that self-esteem rises at the accumulation of successes and at reducing of pretensions.

Rosenberg in 1965 defined self-esteem as, "totality of individual's thoughts and feelings with reference to himself as an object. It is a favorable or unfavorable attitude toward a self, which is measured by a self-report testing."

Sedikides & Gregg (2003) defined that self-esteem refers to a person's subjective appraisal of himself or herself as intrinsically positive or negative.

Psychologist Abraham Maslow suggested two types of esteem needs related to self- the first was need for respect from others and the second one is need of self-respect. According to Maslow, self-

esteem means self-respect and it entails competence, confidence, mastery, achievement, independence, and freedom. Respect from others entails recognition, acceptance, status, and appreciation.

Rosenberg said Self Esteem can be divided into two categories- “global” Self –Esteem and “specific” Self Esteem. Global self esteem refers to the degree to which people like them as a whole, while specific Self-Esteem refers to the degree to which people like a specific part of them. Psychologist Nathaniel Branden in the year 1969 defined self-esteem from a point of view of one kind of relationship between one’s competence and one’s worthiness. The definition given by Branden explains, “Self-esteem as the outcome of dealing with hurdles or challenges by human being in a worthy or respectable way and doing so consistently over time”. This two-factor relationship definition is a balanced definition which seems to be capable of dealing with limits of defining self-esteem primarily in terms of competence or worth alone. In this definition, following primary properties of self-esteem are found:

- It is a basic human need. Self-esteem makes an essential contribution to the life process of persons and is inevitable to normal and healthy self-development, and has a value for survival.
- Self-esteem is an automatic and inevitable consequence of the totality of individuals' choices in using their consciousness.

- Self esteem is something experienced as a part of self-concept. It can be said as background of all the individual's thoughts, feelings, and actions.

Self-Asking Questions

Q1. Do you think that much more difference between self-image and ideal self leads to lower level of Self esteem? Give reasons in support of your answer. (Write within 200 words).

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2.9 Determinants or Factors of Self-Esteem

Self-Esteem in case of a person is the combination of several determinants which are-

- (1) Concept: It refers to dispositions, social identity elements, and physical characteristics of the person
- (2) Direction: Direction means the positive or negative attitudes or high or low self esteem of a person
- (3) Intensity: It refers to the power or strength of feelings
- (4) Salience: It signifies the importance or consciousness of an attitude
- (5) Consistency: Consistency is one kind of dependability
- (6) Stability: Stable versus shifting self-attitudes determines a lot in the formulation of self-esteem

(7) Clarity: It means unambiguous versus blurred self-attitudes also influences upon a person's self-esteem

(8) Accuracy: true or false self-attitudes

Check Your Progress

Q3. "Self esteem = Successes/Pretensions". Who said this?

Q.4. Mention five determinants of Self-esteem.

2.10 Summing Up

- A person's view on itself about the potentials, qualities or characteristics is known as self concept. Simply, it refers to someone's own concept about himself or herself. It is the set of knowledge of a person about its own.
- According to Carl Rogers, Self-concept has three main determinants-

(a) Self-image or the view you have of yourself.

(b) Self-esteem or self worth means how much value you place on yourself

(c) Self-confidence or ideal self means what you wish you were really like that. It is a behavioural component.

- Research studies have categorized self-concept into four categories which are mentioned below-

(1) Perceived self-concept

(2) Ideal self-concept

(3) Real self-concept

(4) Social self-concept

- Self –esteem is an important part of self-concept. It stands for a disposition that a person has and represents also the person’s judgment of its own worthiness.
- Factors of personality deviation can be classified under three heads- hereditary factors, physiological factors and environmental factors.

2.11 Questions and Exercises

1. Discuss the terms self-concept and self-esteem with reference to the development of adolescents.
2. Explain in brief the classification of Self concept. What are the conditions that influence the adolescent’s self-concept?
3. Write short notes on:
 - (a) Self concept.
 - (b) Enumerate the concept of self-esteem.
 - (c) Differentiate between self-concept & Self esteem.

2.13 Answer to Check Your Progress

Ans. to Q. No. 1. Jerschild said, “Self concept is the composite of a person’s thought and feeling, his views of what he is, what he has been and what he might become and his attitude pertaining to his worth.”

Ans. to Q. No 2. Self concept is different from self esteem in the following points-

(i) Self – concept is nothing but how we know and understand ourselves. It refers to the mental understanding about our own existence. But self-esteem is an important part of self-concept.

(ii) Self concept stands for a disposition that a person has and represents also the person's judgment of its own worthiness. But, self-esteem always meant for the magnitude or the extent to which we like to accept or value ourselves. The main difference between self-concept and self-esteem lies at the addition of feelings.

Ans. to Q. No 3. William James said that Self esteem = Successes/Pretensions.

Ans. to Q. No4. Five determinants of self esteem are- (i) Concept (ii) Salience (iii) Consistency (iv) Direction and (v) Clarity

2.12 Answer to Check Your Progress

Ans. to Q. No. 1. Jershild said, "Self concept is the composite of a person's thought and feeling, his views of what he is, what he has been and what he might become and his attitude pertaining to his worth."

Ans. to Q. No 2. Self concept is different from self esteem in the following points-

(i) Self – concept is nothing but how we know and understand ourselves. It refers to the mental understanding about our own existence. But self-esteem is an important part of self-concept.

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Ans. to Q. No 3. William James said that Self esteem = Successes/Pretensions.

Ans. to Q. No4. Five determinants of self esteem are- (i) Concept (ii) Salience (iii) Consistency (iv) Direction and (v) Clarity

2.13 Reference and Suggested Readings

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UNIT: 3

ADJUSTMENT PROBLEMS OF ADOLESCENCE

Unit Structure:

- 3.1 Introduction
- 3.2 Objectives
- 3.3 What is adjustment problem or maladjustment?
- 3.4 Common types of Problem - Behaviours
- 3.5 Common adjustment problems of adolescents
- 3.6 Causes of adjustment problems
- 3.7 Role of parents and teachers towards maladjusted children
- 3.8 Adjustment mechanisms
- 3.9 Summing Up
- 3.10 Questions and Exercises
- 3.11 Answer to Check Your Progress
- 3.12 Reference and Suggested Readings

3.1 Introduction

Adjustment is one kind of behavioural process which maintains balance between needs and challenges in the environment. It is a process of balancing conflict needs or needs against obstacles in a particular situation. Researches prove that education and occupation of parents, cohesion, conflict, control, intellectual and cultural orientation and independence in the family environment all these factors significantly influence on adolescents' adjustment.

But it is to say that because of different types of bio-chemical changes experienced by a child at the time of getting puberty, it feels uneasiness and suffers from various problems. In fact all the problems create a state of imbalance which leads to adjustment problems to young adolescents.

3.2 Objectives

After going through this unit you will be able to-

- *explain* the concept of maladjustment,
- *understand* common types of adjustment problems of adolescents,
- *discuss* various Causes of adjustment problems of adolescents,
- *describe* the role of parents and teachers towards maladjusted children,
- *elaborate* some common defense mechanism used by adolescents.

3.3 What is Adjustment Problem or Maladjustment?

Generally, in a class, there may be instances of in regard to some adolescents of getting upset, become anxious, cranky and irritable. They may even fight with the classmates and friends and rude to their teachers. This type of behaviour is a part of the process of growing up and is normal, natural and temporary. But there are instances in the same class where some may show signs of extreme aggressiveness, nervousness or destructive tendencies in a more intense form than others. They are extremely tense, anxious, nervous and withdrawn. The teacher must be concerned with those adolescents who frequently show one or more of the above behaviours. These behaviours may foretell serious emotional difficulties in their lives.

It is very difficult to distinguish problem behaviour with that of typical behaviour of a particular age. But the following conditions may help in this regard.

1. Age
2. Normal behaviour at that stage.
3. Norms of the society to which he/she belongs.

For example, temper tantrums occur frequently between the ages of 2 and 4 years. Nail-biting may happen to the early adolescence period while withdrawal, shyness etc are noticed more frequently at the primary school stage. When such types of behaviours persist beyond their age then the person is considered to have problems of adjustment. Hence there is no clear line between problem behaviour and normal behaviour. It is a matter of degree only. The total picture of a child helps us to determine about his/her problem behaviour.

There are some differences between problem behaviour and normal behaviour. Normal behaviours are determined by the cultural pattern of a society and the age of an individual living in that society. Up to a certain age level in a society, children may show typical problems which are not concerned with problem behaviours. But if such types of behaviours persist beyond their particular age level then we say that the child is suffering from problem behaviour or emotional immaturity. During the process of growth and development, an individual learns socially acceptable ways to satisfy his/her needs and requirements. The pattern of behaviours in such a situation is normal behaviour. But when an individual takes the help of socially unacceptable ways of behaviours to fulfil his/her needs then we say that such a pattern of behaviours are problem behaviour.

3.4 Some common types of Problem - Behaviours

The following are some common type of problem behaviour normally shown by adolescents:

1. Nervousness

2. Restlessness
3. Disobedience
4. temper-tantrums
5. Dullness
6. Destructiveness
- 7 Serious fighting
8. Truancy
9. Over sensitiveness
10. Learning difficulties
11. Jeolousy
12. Stealing
13. Unhappiness
14. Fearfulness
15. Cruelty, Bullying
16. Suspiciousness. etc.

3.5 Common Adjustment Problems of Adolescents

The common adjustment problems of adolescents are described in the following way-

(A) Adjustment Problems related to Learning Environment

- Problem of Interest in learning the courses in school is a very common problem among the adolescents. Here teachers' unattractive teaching method, undemocratic behaviour in the classroom and negative attitude by the class teacher supplies fuel to create more and more adjustment problem.
- Problem of proper study schedule means at this transitional period mind becomes more unstable concentration deficiency may happen. So, too much of rigidity or maximum flexibility in study schedule, both may create adjustment problems among adolescents.

- Problem of insufficient study habits also leads to adjustment problem. They cannot adjust with the classmates because of improper or insufficiency of knowledge in concerned subjects. So, inferiority complex occurs and it gives stress to the adolescents.
- Problem in adjusting with rules and regulations in school imposed by authority. During this period, students become more creative with regard to their thought, ideas and activities. So, they often tend to violate rules and regulations imposed to them by their authority just for the sake of their creations.

(B) Adjustment Problems Related to Bodily Changes

- Problems of adjustment because of emotional changes experienced by adolescents are very common. They tend to feel overly emotional (blame it on the hormones). Just about anything and everything can make them happy, excited, mad or angry. Adolescent girls are vulnerable to crying. Mood swings are common among teenage boys and girls.
- Adjustment problem with sexual development. Adolescence is the age when sexual feelings arise in youngsters. Feelings and thoughts about sex can trigger a sense of guilt.
- Problem of shyness because of voice change

(C) Problem related to Emotional and Behavioural Adjustment

- Aggression and anti social behaviour like violence, delinquency
- Depression, withdrawn behavior, and somatic complaints: Several longitudinal studies have suggested that anxious or depressed children tend to experience major depression later in adolescence period.

(D) Vocational and Social Adjustment problem

- Anxiety about future income
- Problem of asking for pocket money:
- Problems dealing with others morality: At this stage, they are keenly aware of the problems of morality and they become too much conscious about the society's values and social norms. Therefore, in most of the time it creates adjustment problems to them.

Stop to Consider

So far as we have studied the common adjustment problems of adolescents are :

- Adjustment Problems related to Learning Environment
- Adjustment Problems Related to Bodily Changes
- Problem related to Emotional and Behavioural Adjustment
- Vocational and Social Adjustment problem

Check Your Progress

- Q1. Discuss the various types of adjustment problems of adolescents in teaching learning environment.
- Q2. Write in brief the vocational and social adjustment problems of adolescents.

3.6 Causes of Adjustment Problems

There are a number of contributing factors for developing problematic behaviours in adolescents. It is not possible to assign a single factor as the cause of problematic behaviours of an individual. It is important to remember that a similar underlying

casual factor may lead to different types of problem behaviour. For example an individual from a broken home may develop aggressiveness while another person coming from the same home condition may develop withdrawal symptom. It is also important to remember that three individual committing the same behaviour may have different underlying reasons behind their behaviour. For example three persons may steal for different reasons. One may steal because of hunger, another may steal for compensating for being feeling unhappy and jealousy. Again the third person may steal because of his/her strong desire to possess. Therefore, it is pertinent to study the case of each problem behaviour before providing satisfactory help and guidance. Some important factors closely associated with problem Behaviour' are classified under the following headings.

1. Temperamental factors.
2. Congenital factors
3. Physical conditions, Diseases, Accidents etc.
4. Home factors
5. Neighbourhood influences.
6. School factors

❖ **Temperamental factors:** The temperamental factors are closely related with the hereditary base of the individual. In this case social approval or disapproval has no effect in controlling the behaviour of an individual since he/she is indifferent to other people's opinions and remarks. Here the reaction of an individual in various situations, objects, persons and events depend on the hereditary influences of the individual concerned.

❖ **Congenital factors:** Congenital factors referred to those factors which are responsible for damaging brain, nervous system etc of a child during prenatal stage as well as during

the process of birth. For example, a brain injured child may behave in a highly uncontrollable manner and may possess little attention span. The condition of such child may become worse in the hands of inexperienced teachers who may scold or ill-treat the child and even he/she may label the child which will be very detrimental in the progress of the child.

❖ **Physical conditions, diseases and Accidents etc:** Children who are physically poor are likely to be disturbed emotionally. An emotionally disturbed condition may develop problem behaviour in child. Punishment of such children by parents and teachers may develop maladjustment behaviour in them. Diseases like deafness dampness, diseases of the eyes make child lazy and carelessness. The teacher used to punish such types of child without knowing the actual reasons. The unjust treatment of the teachers arouse a great deal of resentment in the mind of the child and the children start staying away from school to get rid of the teacher's punishment and words.

Many a time, accidents cause great harm to children and may become even physically disabled children. This physical disability makes children emotionally disturbed because of their own feeling of being different from others. Again, the attitudes of other normal children make them feel frustrated and unhappy.

❖ **Home factors:** Factors in the home are the most significant factors which closely associated with adjustment problems. The different notable factors in home are

1. The material conditions in home such as financial strain, poor living conditions, overcrowded family, having no proper space for living, quarrels among family members etc.

2. The unwanted inter personal relationships among the family members in the home.
3. Lack of parents' affection, care and understanding about their children.
4. Broken home status affects adversely in the emotional development of children.
5. Illness of parents and long absence of parents from home may also make children feel insecure and depressed.
6. Constant nagging the child over very minor things. showing more favour to one child over other children, expecting more from children than he/she is able to, over-protecting or rejection of a child.
7. Wrong attitudes of parents towards their children. Right attitudes are most essential for the development of self-concept, conscience (superego) which ultimately control actions and behaviour of the adolescents.
8. Lack of ideal parents at home deprive adolescent from imitating them.

- ❖ **Neighbourhood influences:** Many times problem behaviours have their roots in the neighbourhood. Adolescents' behaviour is conditioned by the pattern of behaviours influencing the group. So patterns of behaviour like lying, stealing, destroying public property, obscene talk, truancy, cruelty or bullying make them prone to maladjustment.
- ❖ **School factors:** Now-a-days schools exert influencing factors for the development of disturbed feeling or behaviour and contribute directly to maladjustment. Some important factors contributing to maladjustment of adolescents are mentioned below.

1. Indifferent child-teacher relationship
2. Unsuitable school programmes.
3. Difficulties in relationship with peers.
4. Other factors.

➤ **Indifferent child-teacher relationship:** Indifferent child-teacher relationship is another potent factor in developing adjustment problems in child and adolescents. Difficulties in child-teacher relationships develops when a child feels (1) partiality in dealing with children, (ii) indifferent treatment and punishment and (iii) when the teacher does not satisfy the basic physical/psychological needs of the child. There are teachers who actually do not read their child and that is why they do not understand their child properly. A teacher should study the nature of the child. He/she should know the reasons of becoming an aggressive child, a withdrawn child or a problem child. They should act positively towards child's reaction and must be sympathetic and collaborative towards them.

Again teachers must possess a solid grounding over child psychology. The concept of individual difference spaced learning, cooperative or group learning, classroom discipline are fundamental for teachers to make teaching effective, lively and permanent. Due to lack of these concepts, teachers practice scolding, punishments, and unfavourable comparison between two children. This leads the children towards emotional disturbance and finally to become a problem child. Therefore, sarcastic, irritable and nagging teachers are responsible for making children emotionally disturbed and problem behaviours.

➤ **Unsuitable school programmes:** School-based programme basically emphasises on scholastic achievement based on knowledge of the subject matter. Memory works and

reproduction plays an important role in achieving scholastic success. Co-curricular activities such as games and sports have no place in the school programmes. Active participation, experimentation are the neglected areas of school works which affect their natural curiosity and learning. There are no provisions for utilising basic physical and psychological needs of the children. As a result unnecessary tensions and frustrations lead them towards problem behaviour who are prone to maladjustment and delinquency.

- **Difficulties in relationship with peers:** Children need acceptance by the peer group. Sometimes some children are not accepted by any group of the class due to some reasons. The reasons may be based on culture and religion and other reasons. But whatever may be the reasons, a child may develop emotional disturbances due to the non-acceptance by the peer groups.
- **Other factors:** Some children need physical activity and play to channelise their sentiments and emotions. If they are deprived from such activities where they feel engrossed and absorbing develop emotional abnormalities and disturbances.

Thus, child's adjustment problems arise due to non-fulfilment of their fundamental emotional needs and requirements. So it is most essential to fulfil the fundamental needs of the children to make them emotionally sound and socially acceptable. The two agencies home and the school must nurture their needs and other requirements to develop a healthy adjustment mechanism in each child.

Stop to Consider

There are some important factors which is closely associated with problem Behaviour. These factors are:

- Temperamental factors.
- Congenital factors
- Physical conditions, Diseases, Accidents etc.
- Home factors
- Neighbourhood influences.
- School factors

Check Your Progress

Q3. Write any two important factors that contribute maladjustment of adolescents at school.

3.7 Role of Parents and Teachers towards Maladjusted Children:

Preventive approach is a modern approach to solve the problem behaviour and personality maladjustments of the maladjusted children. Both the parents and the teachers have great responsibility as the children spend a considerable time in both at home and in school.

✓ Role of the parents at home:

The parents or the guardians must maintain the following thing regarding home discipline:

1. Home discipline should not be repressive or it should not be very loose.
2. Discipline and rules should have consistency.

3. There should be good interpersonal relationship between the parents and between parents and child and siblings.

✓ **Home environment:**

The followings are the important things for a healthy home environment.

1. There should be mutual love and respect among the family members.
2. There should not be quarrel among the family members.
3. Excessive love or rejections both are harmful to children.
4. There should be an intellectual climate at home. The educated parents should inspire their children to acquire knowledge and understanding of the world around him or her.
5. The physical conditions of the home should be adequate in all respects.
6. Parents should be the ideal persons for the children so that they can imitate them in shaping their personality.
7. The emotional climate of the home should be sound. An unfavourable emotional home climate which is full of tensions, anxieties & conflicts hinder healthy emotional development.

✓ **Role of the teachers:**

Teachers have a great role in diagnosing and reforming the maladjusted adolescents. Since adolescents spend considerable part of their life in school, therefore teachers are in a good position to play their role in this regard. Hence, teachers must give more emphasis on the following point in respect of maladjusted children.

1. The teachers must know the characteristics of normal children, so that they can detect early signs of maladjustment.
2. They must keep a close watch on the adolescents who are excessively lazy, extremely aggressive, constantly day-dreaming, over-sensitive, without companions and dominated by frequent emotional upsets. These categories of child are poorly adjusted children.
3. Teachers must also maintain a close watch on pupil-teacher relationships.
4. School should organise co-curricular activities so that poorly adjusted adolescents get the experience of success, self-confidence and a sense of achievement.
5. The teacher should encourage the adolescents who are not taking part in any activities during the co-curricular programmes.
 1. The teachers should make them feel that school is a place where wide varieties of their interests are nurtured.
 2. There should be a close cooperation between parents and teachers for promoting mental health and guidance. Thus, there is a great responsibility of the home and the school in educating the emotionally adjusted adolescents.

3.8 Adjustment Mechanisms

Adjustment mechanisms are also called as defense mechanism.

Defense mechanisms are unconscious strategies that people use to reduce anxiety by concealing the source from themselves and

others. Through defense mechanism, people try to retain his/her identity in society and try to keep his/her self concept intact. Now let us discuss some important defense mechanisms which we are performing in our day today life.

- **Denial:** It is a refusal to accept or acknowledge an anxiety producing piece of information. An individual refuses to visit the explosion site because he/she is busy in reading.
- **Repression:** This is a primary defense mechanism through which unpleasant and unacceptable id impulses are pushed back into the unconscious mind. It is a direct method to reduce anxiety by simply ignoring anxiety producing impulse on a conscious level. A man is unable to recall the brain injury in an accident is an example of repression. Thus, repression is a mechanism which helps one to forget the pains of the past.
- **Regression:** It is a means where people behave as if they were at an earlier stage of development. A boss shows a temper-tantrum when an employee makes a mistake is an example of regression.
- **Substitution or Displacement:** It is a means of expressing an unwanted feeling or thought redirecting from a more threatening powerful person to a weaker one. For example a brother yells at his younger brother after a teacher gives him poor marks.
- **Rationalisation:** This is a defense mechanism where an individual develop explanations that protect his/her self-esteem and self-respect. An individual who is unable to score good marks in exam may find a defect in the examination system is an example of rationalisation. Grape-sour Lemon-sweet is another example.

- **Projection:** Through this mechanism, unwanted impulses and feelings are thrown to someone else. For example an individual justifies his failure in a competitive examination by saying that 80% people have failed to pass the examination.
- **Sublimation:** Sublimation is a method by which unwanted impulses (feelings, desires) are diverted into socially approved thoughts, feelings or behaviours. A person with a strong feelings of teaching becomes a teacher is an example of sublimation. Again, the instinct of fighting is diverted into fighting against the social evils. According to Freud, sublimation is a healthy and socially acceptable defense mechanism. According to Freudian theory, all of us employ defense mechanisms to some degree and protect us from unpleasant information. But when the degree is high a mental disorder is produced by anxiety which Freud called "neurosis"
- **Compensation:** Through compensation, an individual directs his energies into another area to secure a measure of success. An individual compensates his failure to become a film actor by becoming a mobile stage actor is an example of compensation mechanism.
- **Sympathism:** In this method, an individual avoids the solution of a problem by obtaining the sympathy of others.
- **Withdrawal:** In this mechanism, an individual refuses to face problems.
- **Day dreaming or fantasy:** In this mechanism, an individual dreams without sleeping and stimulates imagination about some matters of personal interest. Such behaviour is called day-dreaming. It is a normal function of the mind and it does

not harm a healthy child with moderate form. Satisfaction is achieved through imagination since such imagination cannot be experienced in real life. The psychology behind day-dreaming is mind-wandering, the reverie or the fantasy.

3.9 Summing Up

- Adolescents satisfy a number of instinctive tendencies through play. Play reduces emotions and conflicts in adolescents and help better adjustment in society. The play spirit enhances virtues like honesty, benevolence, generosity, fellow-feeling and subordination to the group. In sum, all the qualities help in developing a healthy personality of the adolescents.
- When certain behaviour persists beyond a certain age, then the person is considered to have problems of adjustment or adjustment problems. For example temper tantrums occur frequently between two and four years. If this behaviour persists beyond four years then we say that the child have adjustment problems.
- When an individual takes the help of socially unacceptable behaviours to fulfil his/her needs than such behaviour is called problem behaviour. Some common problem behaviours are:
 1. Disobedience
 2. Dullness
 3. Destructiveness
 4. Serious fighting
 5. Truancy
 6. Jealousy
 7. Cruelty, Bullying
 8. over sensitiveness
 9. Learning difficulties

10. Stealing
11. Temper-tantrums
12. Nervousness etc.

- The causes of adjustment problems are due to the following factors.

1. Temperamental factors: (factors are related to heredity)
2. Congenital factors: (due to injury or damaging of the vital organs like brain and nervous system at prenatal stage and during the process of birth)
3. Physical conditions, diseases and accidents (Poor physical conditions, diseases like deafness, dumbness, eye problems etc and accidents are responsible factors)
4. Home factors: (Material and financial condition, broken home condition, unwanted interpersonal relationships, lack of ideal parents and right attitude etc).
5. Neighbourhood influences: (Problem behaviours of the neighbourhood)
6. School factors: (factors responsible for maladjustment of adolescents are indifferent child teacher relationship, unsuitable school programmes, difficulties in relationship with peers and other factors)

- Parents should adopt preventive approach to solve the problems of maladjustments through home environment. In this case, teachers have great responsibility in diagnosing and reforming the maladjusted adolescents. Adolescents reduce their anxiety through adjustment mechanisms. Some important mechanism also known as defense mechanism. These mechanisms are denial, repression, regression, substitution or displacement,

rationalisation, projection, sublimation, compensation, sympathism, withdrawal and day dreaming.

3.10 Questions and Exercises

1. What do you mean by maladjustment? Elaborate the various adjustment problems of adolescents.
2. What do you mean by adjustment problems? Discuss the causes of adjustment problems of adolescents.
3. What do you mean by adjustment mechanism? Discuss the various types of adjustment mechanism.
4. Discuss the role of parents and teachers towards the maladjusted adolescents.
5. Write short notes on the following topics.
 - (a) Adjustment problems during adolescence.
 - (b) Adjustment mechanism.

3.12 Answer to Check Your Progress

Ans. to Q. No.1. Adjustment Problems related to Learning Environment

- Problem of Interest in learning the courses in school is a very common problem among the adolescents. Here teachers' unattractive teaching method, undemocratic behaviour in the classroom and negative attitude by the class teacher supplies fuel to create more and more adjustment problem.
- Problem of proper study schedule. Too much of rigidity or maximum flexibility in study schedule, both may create adjustment problems among adolescents.
- Problem of insufficient study habits leads to inferiority complex and it gives stress to the adolescents.
- Problem in adjusting with rules and regulations in school imposed by authority

Ans. to Q. No 2. The Vocational and Social Adjustment problems of adolescents are-

- Anxiety about future income
- Problem of asking for pocket money
- Problems dealing with others morality. At this stage, they are keenly aware of the problems of morality and they become too much conscious about the society's values and social norms. Therefore, in most of the time it creates adjustment problems to them

Ans. to Q. No 3. The two important factors that contribute maladjustment of adolescents at school are:

- Unsuitable school programmes.
- Difficulties in relationship with peers.

3.11 Reference and Suggested Readings:

- Adams, J. F. (ed) (1973). *Understanding Adolescence: Current Developments in Adolescent Psychology*. Boston: Allyn & Bacon.
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UNIT: 4

JUVENILE DELINQUENCY

Unit Structure:

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Concept of Juvenile Delinquency
- 4.4 Characteristics/Identification of Juvenile Delinquency
- 4.5 Causes of Juvenile Delinquency
- 4.6 Types of Juvenile Delinquency
- 4.7 Remedial Measures of Juvenile Delinquency
- 4.8 Summing Up
- 4.9 Questions and Exercises
- 4.10 Answer to Check Your Progress
- 4.11 Reference and Suggested Readings

4.1 Introduction

Juvenile delinquency is a term which refers to the unsocial behaviour or breaking of laws by an individual below 18 years living in a society in our country. Offences committed by teenagers below 18 years are termed as acts of delinquency and those who commit this sort of offences are called delinquents. Maladjustment leads adolescents towards delinquency.

Juvenile delinquency is a world-wide phenomena and its meaning largely depends on the socio-cultural and laws of a country. Therefore, the meaning and definition of delinquency differ from country to country. In our country, a teen-ager below 18 years of age is considered as delinquent and he/she does not come under the purview of the laws of the nation. Such a meaning or definition is

more comprehensive and not related to the other legal bindings of a nation.

4.2 Objectives

After going through this unit you will be able to-

- *understand* the concept and characteristics of juvenile delinquency,
- *identify* various causes of juvenile delinquency,
- *know* different types of juvenile delinquency,
- *explain* various measures of juvenile delinquency.

4.3 Concept of Juvenile Delinquency

At present, 'Juvenile delinquency' is becoming one of major serious problems across the globe. It can be said as the curse of advancement due to science and technology. In India also it is rapidly becoming a serious menace with the progressive industrialization and expansion of internet service. Simply, it refers to a kind abnormality carried out by children, normally at teenage. It can be defined as a type of abnormal or antisocial behaviour by a juvenile who is below age specified by the law of that particular country. Oxford dictionary defines delinquency as a minor crime, especially that committed by young people. It is a kind of abnormal behaviour shown by younger people. Every country has its own clear cut definition of the age range covered by the word "Juvenile". Different persons have defined it in various ways. Some of the important definitions defined by different psychologists about delinquency are given below:

Cyril Burt: A child is regarded as technically delinquent when his anti-social tendencies appear such that he becomes the subject of official action."

Hadfield: "Delinquency may be defined as anti-social behaviour."

Valentine: "Broadly speaking the term delinquency refers to the breaking of some law."

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

Cole: "The juvenile delinquent is that individual in whom destructive drives are strong, conscience is weak and the ego is based upon immediate pleasure without respect to the generally accepted norms of behaviour".

Healy: defines that a child who deviates from the social norms of behaviour is called a juvenile delinquent.

Dr. Sethna: "Juvenile delinquency involves wrong doing by a child or a young person who is under an age specified by the law of the place concerned."

Niemeyer: "A delinquent is a person under age who is guilty of anti-social act and whose misconduct is an infraction of law."

Stop to Consider

Simply, juvenile delinquency refers to a kind abnormality carried out by children, normally at teenage. It can be defined as a type of abnormal or antisocial behaviour by a juvenile who is below age specified by the law of that particular country.

Oxford dictionary defines delinquency as a minor crime, especially that committed by young people

4.4 Characteristics /Identification of Juvenile Delinquency

So far as you have understood the concept of juvenile delinquency, now you will identify some characteristics. Identification of a juvenile delinquent is possible with the help of the following characteristics-

- Running away from home without taking permission from parents or guardians.
- Truancy of child at the uncontrollable level for parents
- A delinquent is always seen as non-cooperative or defiant, hostile and non-submissive to authority.
- He or she is observed as less methodical in approach.
- Spending time idly beyond limits during the adolescence stage
- Involvement in early sex related activities or rap cases
- Often use of slang or vulgar languages
- Wandering about rail stations, market places, cinema halls, streets without any good purpose.
- Visiting all kinds of gambling centres
- Shop lifting or stealing etc.
- Playing the dangerous games online like, “Blue whale” leading to commit suicide

Check Your Progress

Q.1. How can you identify a juvenile delinquent? Give five points.

4.5 Causes of Juvenile Delinquency

Juvenile delinquency happens due to a large number of causes. All the causes fall either under social or environmental factors or

Personality factors comprising of heredity and biological dispositions. In general, the causes of juvenile delinquency are-

- Broken home is the first cause of delinquency. Researches show that broken home due to divorce or absence of loving mother in childhood contributes to the highest rate of delinquency.
- Lack of parental affection and security leads to delinquency. If a child feels insecure and deprived of parental love in childhood, then he may become an easy victim of antisocial influence.
- Defective rules and regulation both in family as well as in the school is a cause of juvenile delinquency. Too much of strict discipline create an environment of dissatisfaction among children and then they can go for revolt against it.
- Extreme Poverty is also one of factors of delinquency though it cannot be generalized. In most of the time due to poverty both the parents go outside home for a long period of time keeping child alone. It happens more particularly in slum areas. In such situation, child knowingly or unknowingly joins the hands with gangsters and become delinquent
- Crowded families where parents cannot give proper attention to children may cause delinquency.
- Unhealthy physical environment in School like over - crowded classroom, lack of proper accommodation all these lead to unhealthy physical environment in school and it contributes largely to delinquency

- Unsuitable curriculum which has less practical value creates frustration among adolescents. So it leads to happening of delinquency.
- Defective method of teaching by teacher in school causes harm to children. Students get hurt if teachers are undemocratic and show unequal behaviour in class.
- Wrong attitude of teacher in school can destroy the life of an honest student.
- Corruption at various levels contributes a lot towards juvenile delinquency.
- Class conflict in society is also one of most harmful factor of juvenile delinquency
- Films and pornographic Literature influence negatively in the immature mind of children.
- Mental deficiency means low I.Q. children are not able to judge right or wrong, good or bad. So, they do not have insight for the wellbeing of the society and indulge themselves in the delinquent activities.
- Emotional maladjustment and mental troubles are strong factors in juvenile delinquency.

Check Your Progress

Q.2. Enumerate the concept of juvenile delinquency.

Q.3. Write any five causes of juvenile delinquency.

4.6 Types of Juvenile Delinquency

Children and adolescents develop different types of delinquent behaviour. According to Hadfield, the following are the different types of delinquency.

1. Benign Delinquency
2. Temperamental Delinquency
3. Simple Delinquency
4. Reaction Delinquency and
5. Psycho-neurotic Delinquency.

Benign Delinquency: Sometimes children/ adolescents show behaviour which cannot be considered as abnormal behaviour. But such type of behaviours can be trialed under the jurisdiction of law and order. Such behaviours are called benign delinquency. For example truancy is not an abnormal behaviour because through it the child derives pleasure and joy but it is against the rules of a school.

Temperamental Delinquency: It is a delinquency which develops due to the physiological disorders. This delinquency may be in the form of stealing, gambling and crimes. For example some girls commit crimes during their menses.

Simple Delinquency: This is the most common delinquency prevalent in our society. It is the direct outcome of bad environment and a conflicting mind of an individual. This type of delinquency can be reformed through the development of ideal social and moral behaviour among the children. Corporal punishment is another way of reforming delinquent behaviours in a selected manner.

Reaction Delinquency: This type of delinquency develops in the behaviour of a child/adolescent as a reaction of bad environment. The delinquent feels that he/she has got nothing from the society except sorrow and trouble. For example lack of parents' love may turn a child/adolescent to revolt against the societal rules. This type of delinquency cannot be removed through punishment. The removal of the reasons produces good results in reforming such type of delinquency.

Psycho-neurotic Delinquency: This kind of delinquency develops due to the repressed tendencies in the unconscious mind. The pent up resentment find expression in the form of stealing. For example a child may steal because of the unconscious forces urge him/her to steal. In this case the anti-social behaviour is not due to the poverty but due to some other reasons which may be found through psycho-analysis.

4.7 Remedial Measures of Juvenile Delinquency

Experts suggest two popular methods to deal with problem of juvenile delinquency. One is Preventive method and the other is Curative or Rehabilitative method. The three agencies-family, school and the society should have the major responsible role in handling the delinquents applying any one of the methods. The role of all these three agencies to check delinquency are discussed below-

(A)Role of the Family:

- Parents should understand their children, their mental as well as physical potentials, urges and emotions.
- Parents must create a better family environment at home for the sake of their child. They should look to all the requirements of the child.
- Avoidance of all kinds of unhealthy atmosphere like, quarrels among family members, rivalries, rejection to child, divorce between parents, over protection to child is must.
- Preventive measures should be taken whenever the child starts to behave abnormally.

- Help of specialists should be sought when the case cannot be handled by parents.
- Development of a healthy atmosphere maintaining proper discipline is necessary to reduce juvenile delinquency.

(B) Role of the School

- Establishing child guidance clinic inside the school campus with the purpose of delinquency control.
- Giving proper training to the staff members and teachers in school to create a positive healthy environment for right attitude development among children. For this purpose, group activity, group games, scout and guide services etc. are more helpful.
- Spotting potential delinquents in the school by the application of predictive tests and necessary arrangement should be done to give appropriate treatment to such children.
- Method of teaching should be reformed with high motivational techniques and proper use of audio-visual aids.
- Developing a sympathetic attitude by teachers and an environment for creative and constructive activities should be promoted.
- The school has its diagnostic function also. For this purpose, medical examinations to check disability, mental tests to know I.Q. level and personality traits, achievement test to know scholastic level etc. should be arranged.
- Provision of proper supervision regarding the gangs and their activities in the campus and outside the campus.

(C) Role of the Society

- Main role of Government is to take legislative measures time to time for the rehabilitation of the delinquents.
- Government should take necessary steps to improve the social environment in slum areas, busy market places, gambling centres, etc. to prevent adolescents from being polluted.
- Judicial system should take necessary steps for the suppression of immoral acts by young girls and for suppression of prostitution.
- NGOs and Voluntary organizations should come forward for helping disturbed parents to realise the importance of giving proper care, love and attention to the needs of their young children.

Self Asking Questions

Q1. How can family check juvenile delinquency?

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4.8 Summing Up

- Teen-agers who are involved in unsocial behaviour or breaking of laws are termed as delinquents and their behaviours are called juvenile delinquency. Different psychologists have defined juvenile delinquency in different ways. Some acts of delinquency are disobedience, cheating, theft, truancy, murder,

kidnapping, dokaity, robbery, sexual offences, quarrels and squabbles, destruction to public property, cruelty, gambling etc. Psychologists believe that delinquency is a disease which can be cured through psycho analysis.

- There are two classified causes of delinquency individualistic and environmental causes.
- According to Hadfield there are five types of delinquency. They are:
 1. Benign Delinquency
 2. Temperamental Delinquency
 3. Simple Delinquency
 4. Reaction Delinquency
 5. Psycho-neurotic Delinquency
- Delinquents can be treated in various ways. Treatment includes love and affection, positive attitude, medical check-up, psychological treatment, healthy environment, knowledge of child psychology, no over protection or rejection, engagement in co-curricular activities, good films, recreational activities, consistency in discipline & rules, responsibility of state & society.

4.9 Questions and Exercises

1. What do you mean by Juvenile delinquency? Discuss the different types of delinquency.
2. Illustrate the various causes of juvenile delinquency. Describe the role of family and school in checking delinquency in the adolescents.
3. Elaborate the terms adjustment problems and juvenile delinquency with reference to the adolescents.

4. How can juvenile delinquency be identified? What preventive measures can be taken for them?
5. Write short notes:
 - (a) Juvenile delinquency.
 - (b) Adjustment mechanism.

4.10 Answer to Check Your Progress

Ans. to Q. No 1.

Identification of a juvenile delinquent is possible with the help of the following characteristics-

- Running away from home without taking permission from parents or guardians.
- Truancy of child at the uncontrollable level for parents
- A delinquent is always seen as non-cooperative or defiant, hostile and non-submissive to authority.
- He or she is observed as less methodical in approach.
- Spending time idly beyond limits during the adolescence stage

Ans. to Q. No2.

Juvenile delinquency refers to a kind abnormality carried out by children, normally at teenage. It can be defined as a type of abnormal or antisocial behaviour by a juvenile who is below age specified by the law of that particular country.

Ans. to Q No.3.

Five causes of juvenile delinquency are-

1. Broken Home
2. Lack of parental love and security

3. Unhealthy physical environment where children get the chance of enjoying films and pornographic Literature .
4. Corruption at various levels contributes a lot towards juvenile delinquency.
5. Class conflict in society is also one of most harmful factor of juvenile delinquency.

4.11 Reference and Suggested Readings

- Adams, J. F. (ed.) (1973). *Understanding Adolescence: Current Developments in Adolescent Psychology*. Boston: Allyn & Bacon.
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