CHAPTER I

INTRODUCTION

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

The word ‘Adolescence’ comes from a Latin word ‘Adolescere’ which means ‘to grow up’ (Crow and Crow 1955). This period runs between childhood and adulthood and is sometimes called the period of teenage.

Adolescence which brings about changes in an individual leads to the goal of maturity and being mature means having the rights and privileges of an adult. Broadly speaking, adolescence extends from sexual maturity to the age when independence from adult authority is legally assured. Cole divides adolescence into four stages – for girls
pre-adolescence extends from 11-13 years, early adolescence from 13-15 years, middle adolescence from 15-18 years and late adolescence from 18-21 years. For boys 13-15 years; 15-17 years; 17-19 years and 19-21 years. (L. Cole, 1963)

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

Adolescents are more dependent on peer relationship than the younger children. Adolescents find difficult to share their inner and outer lives with their parents. It is with their peers that adolescents have opportunity to intimately share their problems and experiences. Furthermore, in the peer group, adolescents feeling of belongingness grow and find the status. This goes and says that peer pressure is more important and even unavoidable in adolescence.
Traditional beliefs are that radical changes take place when the individual emerges from childhood into maturity and the individual is expected to shed all childish traits to develop the desired traits of a matured adult. This popular view was first given by G. Stanely Hall in 1904. As a result of experiences with young people and their expressed problems, ‘Adolescence’ is described to be the period of storm and stress. The storm and stress of today may be greater intensity than ever before because society is much more complex and complicated than it was in 1904.

Adolescence is the most important period of human life and an important era in the total lifespan. Interest and significance of adolescence had been recognized right from the ancient times but the scientific study of adolescence is very recent. At present considerable importance has been accorded to the adolescence phase of life which is described as a transitional phase between childhood, and adulthood, transition from a state of total dependence to full independence. In this transitional phase, considerable changes take place in person’s physical built, physiology, intellectual ability and verbal and social skills, emotional and sexual development and expectations from family and society.
Each of the periods has its own problems which must be solved if the individuals are to enter the next period of human life without handicap. A major part of country’s population is occupied by adolescents. Thus a country’s success in various field of life depends upon the proper guidance of adolescents. Adolescence is not only the important stage of human development but it is the last stage before adulthood and, it, therefore, offers to both parents and teachers the last opportunity to educate a child for his adult responsibilities.

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

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

The study of adolescence by developmental psychologists began in the year 1904 with the publication of G. Stanley Hall’s famed two volume treatise ‘Adolescence’ (Herlock 1985). He discussed the period of adolescence as a legitimate stage of life.

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

Thus, it can be said that adolescence is a period of biological transition between childhood and adulthood. It is marked by rapid and fast physical growth as a result of which body structure, size, voice etc. shows remarkable change. On the psychological side there is acute self consciousness, rebelliousness and idealism. Culturally also this is
the period of transition from dependency of childhood to the relative autonomy of adulthood. It is one of the most critical period of human growth and development, since physical, mental, emotional and social developments are at their peak during this stage. In the movement of adolescence to adulthood stressful conflict are often a part of them. Thus, adolescents need to be properly guided, nourished and taken care of. A sense of physical and psychological and social well-being are to be developed among them which will help them answering some of the vital questions related to this rapid change in growth and development.

Hall (1916) who has frequently been the father of “Psychology of Adolescence” described adolescence as a period of storm of stress. He perceived the emotional life of the adolescents as oscillating between condemnatory tendencies. Egoism, vanity and conceit are just a characteristic of this period of life as are abasement, humiliation and bashfulness. Adolescence is a time of acute stress for some, does not mean that it is a stressful time for all. But it is reasonable to assume that a time which is fiery for some is at least smoky for others. Every adolescent aspires to be wanted and liked, to be valued and to belong. Undoubtedly, it is not far from the truth that adolescents owing to quick and colourful changes in all directions naturally experience many problems like social problem, emotional problem, educational
problem and the like. These different problems have tremendous effect upon their personality affecting different factors of the personality.

If these problems are solved it ensures healthy adjustment and develop positive attitude towards life and their personality will be healthy.

Thus, researchers, felt it extremely necessary to throw some light on their outstanding characteristics, their problems related to different aspects and their impact on personality.

1.01 MEANING OF ADOLESCENCE:

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

This period which bring about changes in an individual leads to the goal of maturity and being mature means having the rights and priviledges of an adult. Adolescence begins with the onset of ‘puberty’– a period of rapid physical growth and change that eliminates
in sexual maturity (Rin 1992). The word ‘puberty’ is derived from Latin word ‘Pubertas’ which means age of manhood. Puberty is that stage in development during which maturation in sexual appearance occurs and reproductive capacity is attained. It refers to the physical rather than behavioural changes. Although average onset of puberty is age 10 for girls and age 12 for boys, the normal change extends from age 7 to age 14 for girls and from 9-16 for boys (Chumlea 1982). The two periods begin at much the same time, but adolescence lasts for about 8 years and involves not only the pubertal changes in the body but also developments in intellectual captain, interests, attitudes, personal relationship emotional growth, vocational and academic interests, aptitudes and religious and moral developments. (Jersild 1957)

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

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

1.02 DEFINITIONS OF ADOLESCENCE:

According to William H. Burton – “The adolescent is an odd, awkward, graceful, respectful, selfish, altruistic, idealistic, narrow minded, sympathetic and cruel individual.” (Kuhlew 1982)

Jean Peaget defines adolescence, “the age of great ideals and the beginning of theories as well as the time of simple adaptation to reality.” (Chauhan 1993)

According to Stanely Hall, “Adolescence is a period of great stresses and strains, storm and strife” (Chauhan 1993). Adolescence has been linked to a tide that rises in the reins of the youth.

According to E.B. Hurlock “Adolescence is both a way of life and a span of time in the physical and psychological development of an individual. It represents a period of growth an change in nearly all aspects of the child’s physical, mental, social and emotional life. It is a
time of new experiences, new responsibilities with adults as well as peers” (Hurlock 1967)

According to A.T. Jersild, “Adolescence is that span of years during which boys and girls move from childhood to adulthood, mentally, socially, emotionally” (Chauhan 1993)

Sorenson (1963) has described adolescence thus: “Adolescence is much more than one rung up the ladder from childhood. It is a built in, necessary transition period for ego development. It is a leave taking of the dependencies of childhood and a precautionous reach for adulthood. An adolescent is a traveler who has left one place and has not reached the next… It is an intermission between earlier freedoms… and subsequent responsibilities and commitments… a last hesitation before… serious commitments concerning come and work.

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

Adolescence constitutes numerically an important segment of the population (a little more than one fifth of the total population). The health and well being of the future generation depends on the health and well-being of adolescent as behavioural patterns acquired during this period tend to last throughout adult life. (6th Survey, 1999-2000)

The various mental, emotional and social developments, rather characteristics of adolescents may be out-lined below –

A. Mental Development or Change:

- Increased ability to generalize facts.
- Increased ability to understanding.
- Increased ability to deal with abstraction.
- Development of memory and imagination.
- Increased ability of problem solving.
- Increased ability to communicate with others.
- Increased ability to make decisions.
- Understand moral concepts.
- Identification with conditions and characters in the larger world.
B. Emotional Development or Change :

- Increased complexity.
- Development of abstract emotion.
- Capacity to bear tension.
- Capacity to share emotion.
- Increased compassion.
- Widened emotional feeling.
- Expanded loyalties beyond home and neighbourhood.
- Increased hopes and aspirations.
- Increased feeling of loneliness.

C. Social Development or Change :

- Develops an attitude for discussion and conversation.
- Urge to make friendship with those who conform to their standard.
- Social interest becomes specialized.
- More interested to make friendship with the opposite sex (hereto sexual companionship).
- Increased influence of peer group.
Becomes self conscious (extremely) of his place in the society.

Increased interest in organizing social functions.

All these mental, emotional, social changes that occur during this period calls for self-doubts, questions, fears, anxieties, confusions among adolescents which makes the period one of the most interesting and perplexing period of human life.

1.04 FALLACIES ABOUT ADOLESCENCE:

Systematic study of adolescence started with the classical work of G. Stanely Hall in the beginning of 20th century. Prior to the study of Hall some misconception regarding adolescence prevailed in the society. Some of them still exist even after scientific contradiction and disapproval.

The first misconception is that adolescents grow rapidly. It has been proved by developmental studies that human growth is a continuous process and it is correct to say that few changes take place during adolescence than during an equal number of years beginning with birth.
The second misconception is that adolescents are very rebellious. Modern studies have proved that this view is false. If the energy in time is properly channelized, then there is no reason of being rebellious.

The third fallacy is that adolescents are awkward in physical appearance. Society expects them to be as graceful as the adults because of their size. Undoubtedly adolescents are not so well coordinated and graceful as adults but there are only a few reasons to think that this period is awkward.

The last fallacious view about this stage is that adolescents are bothered by sexual maturity and its related problems. No doubt interest in sex matters is very natural during this phase but it depends upon the family upbringing and socio-cultural conditions of the society. Although it is found that adolescents suffer from identity crisis.

1.05 IDENTITY CRISIS AMONG ADOLESCENTS

In late adolescence period they begin to form identity and are no longer satisfied with their earlier type. They want to become individuals in their own right to be recognized as such. According to Erik Erikson, adolescence is the age in which people must set up an identity to escape identity diffusion and confusion. Peer pressure is important
because at teen’s age, youth become interested in knowing who they are. They try hard to find out their identity as this stage is known as the “identity verses identity confusion” in Erik Erikson’s Theory of Identity Development. Identity is the sense of self. It is the answer to our quest for who am I, our values, beliefs etc. Seeking an identity means locating one’s place in the social setup. Identity also refers to one’s skills and attributes as a person. During childhood, parental beliefs and attitudes exert pressure on the thinking process of child. The adolescence period initiates the development of a personalized set of beliefs which many a times give birth to conflict with elders and society. The adolescence period shows rapid shift between self confidence and insecurity. Identity confusion happens to be a major characteristic of adolescent. The parents, teachers and members are expected to be responsive to the needs of the adolescents and help them to achieve their goals and aspirations that provide him or her meaningful identity. Most of the adolescents come out of the identity crisis by the time of their adulthood. Some are disturbed and confused to have a lot of problems in their early adult life. The extent of adolescent crisis varies from society to society. In the traditional joint families in India, a young adult can continue to be dependent on the family for a much longer period than is noticed in the western societies. As a result, the western adolescents may actually have a
shorter period of preparation to assume an independent adult role compared to the Indian youth. In any case, adolescence is a period of great upheaval and challenge for the young mind. Of course, the adolescent reaches a stage of cognitive maturity by his/her ability to think hypothetically and in abstract ways. By the end of the period of adolescence, thinking becomes quite scientific and logical. Adolescents can be very creative and innovative in their thinking and most of them engage in some creative at least temporarily. Their thinking appears to be immature because they seem to be unsure of themselves and their identity and also because they are more likely than adults to engage in high-risk or rash behaviour. But in terms of their cognitive development, adolescents quickly reach a level of thinking which differs little from the adults.

The stage of adolescence reflect a stage in human evolutionary part when there was a great deal of upheaval and disorder – as a result of that adolescents experience a great deal of “Storm and stress” as a standard part of their development. According to Hall, the time of storm and stress is reflected through 3 types of difficulties: “conflict with parents, risk behaviour and mood disruptions”.

I. Conflict with Parents

Adolescents have a tendency to be rebellious and to resist adult authority. In particular, adolescence is a time when conflict with parents is especially high. Adolescence is a time when the wisdom and advice of parents and teachers is overtopped, and in ruder natures may be met by blank contradiction. This conflict makes adolescence difficult not just for adolescents but for their parents also. Parents tend to perceive adolescence as the most difficult stage of their children’s development. Adolescents and their parents complain about each others behaviour. Parents often feel they have lost any sort of control or influence over their child. Adolescents want their parents to be clear and consistent about rules and boundaries, but at the same time may resent any restrictions on their growing freedom and ability to decide for themselves. However, it should be added that there are substantial individual differences, and there are many parents and adolescents between whom there is little conflict, even if overall rates of conflict between parents and children rise in adolescence. Conflict between adolescents and their parents may be beneficial to adolescents’ development, as it promotes the development of individuality and autonomy within the context of a warm relationship. This may be true, but high conflict may make adolescence a difficult time for adolescents and their parents.
II. Risk Behaviour

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

The variety of respects in which adolescents engage in risk behaviour at greater rates than children or adults lend further validity to the perception of adolescence as a difficult time, a time of storm and stress. Although adolescents generally experience their participation in risk behaviour as pleasurable, suffering the consequences of such behaviour – contact with the legal system, treatment for an STD, involvement in an automobile accident, and so forth – is likely to be experienced as difficult. Furthermore, it is understandable that parents may find it difficult to watch their children pass through the ages when such behaviour is most likely to occur. In this area, i.e. conflict with parents and mood disruptions, it is important to recognize individual differences. Adolescents vary a great deal in the extent to which they participate in risk behaviour. To some extent, these differences are forecast by behaviour prior to adolescence. Individual differences in characteristics such as sensation seeking and impulsivity also
contribute to individual differences in risk behaviour during adolescence. Nevertheless, although not all adolescents engage in risk behaviour, the majority of adolescents take part occasionally in risk behaviour of one kind or another. This lends substantial credence to the view that adolescence is a period of storm and stress.

III. Mood disruption

Adolescents tend to be more volatile emotionally than either children or adults. They experience more extremes of mood and more swings of mood from one extreme to the other. They also experience more frequent episodes of depressed mood.

Home environment and family have a substantial impact on the developing minds of teenagers and these developments may reach a climax during adolescence. If the concept of right and wrong were not established early in the child’s life, the lack of their knowledge may impair a teenager’s ability to make beneficial decisions as well as allowing his/her impulses to control his/her decisions.

1.06 COMMON ATTITUDE OF PARENTS TOWARDS ADOLESCENCE:

From many studies it is seen that emotional interrelations within the family are of the utmost importance in affecting a child’s development. The relationship between adolescents and their parents
is more likely to be good than poor, although the overwhelming amount of literature on maladjustment easily leads to the opposite onion.

A series of questions answered by five hundred college girls gives a view of the variation that one can normally expect. The girls testified to the following relationship within their homes.

I. Attitude of parents toward daughters:

A : Mother
- loved her dearly 64;
- loved her a good deal 25;
- loved her some 7;
- loved her little or none 3;

II. Attitudes of daughters toward parents:

A : Towards Mother
- loved her greatly 75;
- loved her some 24;
- no answer 1;
- hated her sometimes 48 percent;

B : Towards Father
- loved him dearly 59;
- loved him more or less 35;
- love him none 3;
- no answer 3;
- hated him sometimes 45 percent;
III. Conflicts between daughters and parents:

A : With Mother :  
• no conflict 25 percent;  
• few conflicts 41;  
• some 17;  
• many 16 percent;  

B : With Father :  
• no conflict 39 percent;  
• few conflicts 33;  
• some 13;  
• many 13;  
• no answer 2 percent;  

Source : Cole, 1963

There is therefore, a cautionary note for all those who work with adolescents and youths, may it be researchers, practitioners, employers, policy makers and parents not to have a universalistic notion about adolescence. Adolescence need to be understood in historical and cultural context and its variegated and tentative nature be acknowledged and appreciated (Brown and Larson 2002). It is particularly significant when policies are formulated and interventions are planned for adolescents to ensure their well being with reference to a particular culture/country. We find many divisions on adolescent age group.
Different policies and programmes define the adolescents age group differently. For example, the Constitution of India and Labour Laws of the Country consider the people up to the age of 14 as children whereas UN agencies like WHO, UNICEF etc. the age group of 10 to 19 year is considered to the stage of adolescents. It is deserved that the age limit of these adolescents have been fixed differently under different programmes keeping in view of the objectives of the policy/programmes. India has the largest population of adolescents aged 10–19 years in the world being home to 243 million individuals releasing the UNICEF’s flagship ‘The state of the world’s children’ report at the Raj Bhawan, Guwahati on 26th February 2011, Assam Governor J.B. Patnaik said, that the country’s adolescents constituted 20 percent of the world’s 1.2 billion adolescents and Assam was the home to an estimated 6.5 million adolescents, comprising 21.3 percent of the states population. (Source: http://www.hindustantimes.com/indianews/Guwahati).

It is also recorded that India has the largest youth population in the world that is poised to increase further in the coming decade 70% of India’s population is below the age of 35 years.

According to the initial figures of the 2011 census, the youth population in the country including adolescents is around 550 million. This phenomenal rise in the youth population has made India the
youngest nation with a demographic dividend appearing to be a reality.

Source: planningcommission.nic.in

1.07 PROBLEMS RELATED TO GOALS OF ADOLESCENCE:

In the process of transition from the childhood to adulthood, adolescents must solve a number of problems. Near the beginning of the adolescence period, neither boy nor girl achieves sexual maturity and in some specific capacities intellectual maturity as well. By the end of adolescence physical growth is complete and intellectual growth is nearly so (Jersild, 1957). Only severe deprivation can prevent a human organism from reaching adult size, shape and function, or from growing into its expected mental maturity. In short, nature will provide for these two types of growth, unless some catastrophe interviews. The real problems of adolescence are therefore emotional, social, moral and economic.

A child is normally dependent upon others, has little or no interest in members of the opposite sex, expects to be supported both emotionally and financially by his family, takes his judgment readymade from those he admires and has neither the interest nor the ability to deal with generalized principles. At the end of his adolescence he should be ready to leave his home economically and
actually to maintain himself economically, to manage his own social contacts, to make up his own mind and to establish his own home.

In the change from dependent childhood to independent adulthood, an adolescent has to approach many goals. Luella Cole classified the important adolescent problems related to goals into four groups. (L. Cole, 1963)

The first set of problems and goals centers round attainment of emotional control. Children have little power to inhibit their responses, they have many fears, they are self centered and they run away from what is disagreeable. It is then, one task of adolescence to emerge from childish into adult forms of emotional expressions to substitute intellectual for emotional reactions, at least in recurring situations and to learn that one cannot escape reality.

The second set of problems centers round the attainment of adult attitude towards sex. The pubertal changes usually arouse a great interest in sex, which may find expression in an exaggerated awareness of one’s own bodily development or that of other people. During this period both boys and girls do a great deal of experimentation in emotional – not necessarily sexual relationship. During the years, when these changes are in progress, a boy or girl
gets into more or less serious difficulties, but no trouble can possibly be as serious as the failure of the normal development to take place.

A third group of problems concerns **general social maturity**. Until boys and girls establish themselves securely in their social milieu they have little attention for other problems. Adolescent boys and girls tend to show a slavish attitude towards dependence upon and invitation of their friends.

A fourth set of problems clusters about the **establishment of independence** from home supervision. Emancipation from home ties is necessary because the adolescent will never become a real adult as long as his parents make his decisions for him or plan his daily life. No one is truly an adult until he earns his own living. One set of problems therefore concerns the development of economic adulthood.

In order to pass from childhood to adulthood, the adolescent must solve a number of problems. He must develop heterosexual interests, become free from home supervision, make a new emotional and social adjustment to reality, begin to evolve a philosophy of life, achieve economic and intellectual independence, and learn how to use his leisure time profitably. If he fails in any of his achievements, he fails to gain full maturity. To put the matter in a nutshell, the main business
of the adolescents is to stop being one. Below table 1.1 shows the goals of adolescent period.

**Table 1.1**

Goals of Adolescent Period

<table>
<thead>
<tr>
<th>A. General Emotional Maturity</th>
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<tbody>
<tr>
<td><strong>FROM</strong></td>
<td><strong>TOWARDS</strong></td>
</tr>
<tr>
<td>1. Destructive expression of emotion.</td>
<td>1. Harmless or constructive expression.</td>
</tr>
<tr>
<td>2. Subjective interpretation of situations.</td>
<td>2. Objective interpretation of situations.</td>
</tr>
<tr>
<td>3. Childish fears and motives.</td>
<td>3. Adult stimulus and emotions.</td>
</tr>
<tr>
<td>4. Habits of escaping from conflicts.</td>
<td>4. Habits of facing and solving conflicts.</td>
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</tbody>
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<table>
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<tr>
<th>B. Establishment of Heterosexual Interests</th>
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<tbody>
<tr>
<td>1. Exclusive interest in members of opposite sex.</td>
<td>1. Normal interest in members of opposite sex.</td>
</tr>
<tr>
<td>2. Experience with many possible mates.</td>
<td>2. Selection of one mate.</td>
</tr>
<tr>
<td>3. Acute awareness of sexual development.</td>
<td>3. Casual acceptance of sexual maturity.</td>
</tr>
</tbody>
</table>
### C. General Social Maturity

| 2. Social Awkwardness | 2. Social Poise |
| 4. Slavish invitation of peers. | 4. Freedom from slavish invitation. |

### D. Emancipation from Home Control

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

### E. Intellectual Maturity

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

### F. Selection of Occupation

| 1. Interest in glamorous occupation | 1. Interest in practicable occupation |
| 2. Interest in many occupations | 2. Interest in one occupation |
| 3. Over or under estimation of one’s own ability | 3. Reasonably accurate estimate of one’s own ability |
All these goals have a far reaching effect, if guided properly, in the later, on personality development of adolescents.
1.08 SIGNIFICANCE OF THE PRESENT STUDY:

It is matter of great concern that future of the country is facing different problems related to different aspects of life. Teachers, parents, guardians, educationists, policy planners and makers must sit together and think about the future generation and must try to find out certain ways and means to solve their problems.

The child of today will become the rational and matured adult of tomorrow. Of all the stages of human growth and development adolescent is the most impressionable period of human life on the one hand and also the most critical and confusing on the other hand. Rapid physical, mental, emotional, social, intellectual, imagination and sexual developments take place during this stage of adolescents. In the words of Raymont, “It is the period of an adventure, development of sudden growth of intense intellectual vivacity, of insatiable curiosity, of strange conversation, of illimitable horizons. It is the renaissance age of the individual.”

In this stage there are many problems that every human being has to face. Adolescents need to be guided and treated in such a way so that there is a smooth transition from childhood to adolescence without much psychophysical damage.
At birth a child possess the potentialities of becoming a complete man. After birth he associates with the members of the family and comes under the influence of their culture. As a result gradually he passes through stages of growth and developments by satisfying different psycho-physical, emotional and social needs. Whatever may be the needs, men need intimate human responses especially from the mother at his young stage life.

Young adolescents needs correction but not punishment to know what is right and what is wrong. They need guidance to make healthy adjustment in every sphere of life.

But there are some other problems which work behind this period to a great extent. The researcher thinks that the personality of the particular adolescent is also responsible for such problem because there is a close relation between personality of a person and his adjustment. Personality of an individual has a close relation with his adjustment capacity. If a person has a balance personality he can make healthy adjustment, in any situation. If he fails to make healthy adjustment it may have negative impact on his personality. Thereby it gives rise to certain adjustment problems.

Different quality of a person such as intelligence, temperament, character, physique habit help an individual to make healthy
adjustment in his environment. He can make a unique adjustment in
the environment if he possesses these qualities. On the contrary if he
does not possess, then it may have negative impact on his personality.

From the above discussion we can conclude that during the
adolescence period boys and girls face different types of adjustment
problems in different spheres of life. But we cannot generalize these
problems because of individual difference.

In view of the above observations, researcher proposed to
undertake the present study in order to make a scientific investigation.

1.09 STATEMENT OF THE PROBLEM AND PURPOSE OF THE
STUDY :

Considering the need, the investigator has chosen to take up the
present problem entitled as – "A study of Social, Emotional and
Educational Problems of Adolescents in relation to their Personality
Factors".

The purpose of the study is to identify the social, emotional and
educational problems of adolescents and the impact of some selected
personality factor on their adjustment in respective problem areas.
1.10 NEED AND JUSTIFICATION OF THE PROBLEM:

Adolescents occupy a major portion of country’s population. They represent a country’s future to a great extent. If this major portion face or suffer from problems, then it is not possible for a country to develop. It is really very important to find out and identify those problems faced by adolescents at different levels and periods of life. The teachers, parents, friends, relatives and community members must try to understand different problems of the adolescent boys and girls, so that these problems do not hamper in their personality development because, personality is closely related to these problem. Adolescence is not only a period of storm and stress but also a period of bright sunshine. The social, emotional and educational adjustment problem have impact on development of personality.

The stage of adolescence is one of the most important periods of life characterized by innumerable and unique problems. On the age of globalization number of challenges have become still more complicated. The new challenges and changes have created many more new problems for the adolescents which in turn affect their personality. Personality disorder also give rise to many adjustment problems. Thus adjustment problems and personality are inter-related. In absence of these problems, he/she may develop healthy
personality. Whatever may be reason or aspect of problem area, adolescent needs proper guidance, care and attention to develop a healthy personality.

Great importance is given on this period adolescence because this is the most important period of life, it is the time when he/she develops interest in his/her future career and life. Thus to guide the adolescents to cope up with the variety of social challenges / threats and initiate them into capacity building to be able to march into a constructive and socially valued paths and career. Hence their problems need to be identified which have effect on their personality. Since different problems are associated with some peculiar personality traits and factors. There is a need to identify these problems, so that proper cure, treatment education, guidance and support can be provided to them, that they develop healthy personality.

Thus, the present study is justified on the following ground.

- The study is justified on the ground that it will highlight on three different problem areas, and their impact on personality of the adolescents.

- It is also justified on the ground that social rules, regulations, demands etc. imposed on adolescents without understanding
their hopes and wishes may give rise problem related to social life. Their problems need to be identified and understood so that they develop healthy personality.

- Some adolescents are emotionally not very expressive. They hide their emotion or suppress them due to lack of proper understanding from parents, teachers and elder members of the society. These suppressed emotions may effect their later life which bring personality disorder in them. In such a situation, such problems need to be taken care of for their healthy development.

- Adolescents spend their vital years of life in schools and colleges. They are expected to lead the role model in an out of the school life. If the atmosphere is not congenial, if proper developmental facilities are not provided, if leisure time recreational facility is not provided, if curriculum is outdated, if everything imposed on them instead expecting the best results from them, then they face a serious problem at the educational level. This is really urgent to found out and study seriously.

The study is justified on the ground that it will definitely highlight different problem areas mentioned above and their impact on personality of the adolescents.
It is justified on the ground that in our state a very significant work has been done on adolescents and their related problems. At present adolescents are facing a number of problems related to different aspects. These problems have their impact on personality development of the adolescents. Many personality disorder do not allow the adolescent boys and girls to make healthy adjustment in the society.

At present, our society is facing different problems at different levels which have close relation with the adolescents. The root of such problems is found in personality disorder of them. It is due to lack of our understanding about such problems, situation has become serious for all of us. With proper knowledge, care and understanding about the adolescents, such situations can be handled very smoothly. So, there has been long felt need for such study since no exploratory work has been done so far.

1.11 OBJECTIVES OF THE STUDY:

The objectives of the present investigation are -

1. To identify the social problem of adolescents.

2. To identify the emotional problem of adolescents.
3. To identity the educational problems of adolescents.

4. To make a comparative study of the Social, Emotional and Educational adjustment problems on the basis of gender i.e. boys Vs girls.

5. To make a comparative study of the Social, Emotional and Educational adjustment problems of Assamese Medium Vs English Medium students.

6. To identify some selected personality factors of adolescents.

7. To compare some selected personality factors with problems areas i.e. Social, Emotional and Educational adjustment problems.

1.12 HYPOTHESES:

For the present study, following hypotheses have been formulated, keeping in view of the above objectives.

H1 Adolescent suffer from different social problems.

H2 Adolescents face different emotional adjustment problem.

H3 There exists educational problems among adolescent.
H4 There is significant difference in Social, Emotional and Educational adjustment problems of adolescents in relation to their sex. (Boys Vs Girls)

H5 Medium of instruction has impact on Social, Emotional and Educational Adjustment Problems of adolescents.

H6 Personality factors differ among the adolescents.

H7 There is significant relationship between some selected personality factors and problems of adjustment of the adolescents.

1.13 VARIABLES:

The variables undertaken in the study –

i. The Educational Level of the students.

ii. Sex of the students. (Male and Female)

iii. Type of schools, Vernacular and English medium schools.

iv. Three adjustment areas : Social, Emotional and Educational.

v. Some selected personality factors.

1.14 METHODOLOGY:

Descriptive survey method has been adopted for the present study as it aimed to study the problems of adolescents. This method
attempts to describe and interpret what exists at present in the form of current status of the problem. Various data and information from the different institutions shall be collected with the help of field study under the category of Descriptive Method.

**1.15 SAMPLE:**

The present study will include the following as sample:

1. English medium and Assamese medium secondary school of Greater Guwahati area.

2. School going adolescents (boys and girls) between the age group of 15 years to 18 years. The educational standard of the school going adolescents is class XI and XII.

3. Altogether 300 adolescent school going children were taken into consideration for the study. Out of 300, 150 boys and 150 girls.

4. Out of 150 boys and 150 girls, 75 boys and 75 girls from English medium school and 75 boys and 75 girls from Assamese medium school were taken for the study or investigation.

**1.16 TOOLS USED:**

In this study, following tools were used to collect data:
i. Personal Data Sheet (PDS)

ii. Adjustment Inventory for school students developed and standardized by A.K.P. Sinha and R.P. Singh

iii. Cattle’s 16 P.F. Questionnaire.

In the present investigation, collected data were carefully analyzed qualitatively in the light of the objectives set forth for the purpose. The following statistical techniques were used in interpreting and analyzing the data.

i. Table

ii. Simple percentage.

iii. Graphic representation

iv. Bar graph

v. Line graph.

vi. t-test

vii. Pearson Co-relation

1.17 DELIMITATION OF THE STUDY:

In every investigation, there are certain inherent delimitations.
• The first delimitation of the study is it only covers eleven number of English medium and eleven number of Assamese medium schools of Greater Guwahati Area.

• The second delimitation of the study is the administrative restrictions in schools. Such as lack of co-operation from school authorities and time bound restrictions in schools.

• The third delimitation is geographical limitation. Locations of the schools are not uniform in accordance with their type.

1.18 KEY TERMS:

The following key terms have been used in the study:

i. Adolescence: ‘Adolescence’ comes from the Latin verb ‘adolescere’ which means ‘to grow’, or ‘to grow to maturity’. Adolescence which brings out changes in an individual leads to the goal of maturity and being mature means having the rights and privileges of an adult. G.H. Hall, the father of adolescent psychology has termed this period as storm and stress of human life. During this period and boys and girls develop various types of interests the social, personal, vocational, recreational etc. This is the stage when boys and girls can be easily motivated, instigated and influenced.
ii. **Social Problem**: In this study the adjustment problems of adolescence are considered, although they suffer from following social, emotional and educational problems. One of the most difficult problems of adolescent faces is social problem. Socialization implies the process of learning to conforms to group standards, norms and customs. It is the ability to behave in accordance with social expectations. There are certain common social developmental characteristics of adolescents. The important characteristics of social developments are –

a) increased influence of peer group.

b) development of self consciousness.

c) development in relation with opposite sex.

d) friendship: adolescents make friendship with those who conform to their standard and possess the personality traits they like.

When these developments are disturbed then it gives rise to the problem of socialization and social problem in their adjustment with the social environment. So in this study, social problem actually means social adjustment problem of adolescence.

iii. **Emotional Problem**: Adolescents face emotional problems which lead to change in the body structure. Because an emotion may be called a response of the entire human being to a
stimulus or an integrated reaction of the total organism. An emotion is a reaction that accompany either the satisfaction or frustration of a basic need. Woodworth defines emotion as “it is a moved or stirred-up state of an organism. It is a stirred up feeling that is why it appears to the individual himself. It is a disturbed muscular and glandular activity that is the way it appears to an external observer”. Some of the common emotions of adolescents are – love, fear, anger, jealousy, hatred etc. which create problem at this particular stage. In this study, emotional problem actually means emotional adjustment problem of adolescence

iv. **Educational Problem** : Educational problems also accompany the stage of adolescence. Adolescent boys and girls have different educational problems in relation to their capacities and talents. Academic problems of adolescents mean problems of adjustment of the students with the teaching learning environment of the institution. The common educational problems of adolescents are :

a) Teaching learning relationship in the educational institutions.

b) To adjust with different methods of teaching.

c) To adjust with tough competition.
d) To adjust with the new rules and regulations of the institution etc.

So in this study, educational problem actually means educational adjustment problem of adolescence

v. **Personality Factors**: Personality actually comes from the Latin word ‘persona’ which means masks used by actors on the stage, but in the modern usage of the term means the real individual and not the disguised individual. A British born American researcher, Cattle (1973) developed the most advanced theory of personality based on the trait approach. He has defined a trait as a structure of the personality inferred from behaviour in different situations. The theory propagated by Cattle attributes certain specific dimensions to personality so that the human behaviour related to a particular situation can be predicted. Cattle has adopted factor analysis as a technique for this work.

The 16 basic or source trait dimensions (arrived at through the process of factor analysis) were named as factors. Cattle regarded these factors as the building blocks of personality, i.e. the characteristics in terms of which one’s personality can be described and measured.
vi. **Meaning of Adjustment Area:**

a) **Emotional Adjustment:** Students with high score indicate unstable emotion and with low score tend to be emotionally stable.

b) **Social Adjustment:** Students scoring high are submissive and retarding. Low score indicate aggressive behavior.

c) **Educational Adjustment:** Students scoring high are poorly adjusted with their curricular and co-curricular programmes and students with low scores are interested in school programmes.

1.19 **ORGANISATION OF RESEARCH WORK:**

With these objectives in view, the present study is developed into five chapters. Chapters are organized in the following ways –

**Chapter I**

The first chapter includes a brief introduction of the broad area under consideration. A clear statement of the problems, need and justification of the study, objectives, hypotheses, variables, key terms, method and sample used, delimitations of the study are presented in this chapter.
Chapter II

The second chapter includes review of the important literature related to the study.

Chapter III

The third chapter concerned with the methodology of the study. In this chapter the description of the techniques used and tools for the data collection and the statistical techniques for analysis of the data are discussed.

Chapter IV

The forth chapter deals with the analysis and interpretation of collected data.

Chapter V

The fifth chapter presents findings and conclusions. The educational implications of the study and also some suggestions for future research are included in this chapter.
1.20 CONCLUSION:

It is hoped that the present study reflects different problems of adolescents of class XI and XII of Greater Guwahati Area. Definitely, the findings of the study will help the parents, teachers and others as well in understanding the adjustment problems of adolescents and helping them to overcome these problems. The study will work as a means of providing better information about adolescents problems, in relation to their personality factors. It will definitely help counselors, teachers, educators, parents and policy makers to consider their problem with a soft touch and plan a better future for them and help them make healthy adjustment in society.