CHAPTER - I

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1.1 INTRODUCTION

We are what we are today, because of what happened to us in our yesterdays and no two people have had identical sequences of yesterdays. A pleasing personality is a guarantee of success and happiness of an individual. Personality refers to the “most characteristic integration of an individual’s structures and activities” as per Munn.

A person who feels that he has been successful is proud of his achievements, satisfied with himself, and reasonably happy. This results in a favorable self-concept, raises self-esteem and builds self-confidence; success must be won by the person’s own efforts through help and guidance from others.

To achieve success in any activity at any stage, the person must use his ability in the right way at the right time. He must be flexible and willing to adjust to new roles. Motivation to achieve, whether academically, socially, or vocationally, is stronger among the first borns, among those from small families, and among those from mother-dominated homes, homes with democratic control, and homes where good parent child relationship prevail. An accepted, approved, respected child liked for what he is, will have an attitude of self-acceptance and respect for himself. But if the significant people in his
home - at first his parents and later his teachers, peers and other persons nearer and dearer to him who wield an influence - belittle him, blame him, and reject him, the child’s attitude towards himself is likely to become unfavourable. As he is judged by others, he will tend to judge himself.

1.2 EDUCATION

For a child, learning starts at home by the loving parents and continues at school even from the earliest age of three. Schools are institutions of formal education. The dictionary meaning of education is progressive changes of a person affecting knowledge, attitudes, and behaviour as a result of formal instruction and study. As a process, education refers to developing the potentials of an individual and preparing him to be a successful man in the society he lives. In the words of Galbraith, “Education is an important means of human progress and also a highly productive form of investment.”

Children at all ages from varied background come to school with the same purpose of learning and acquiring knowledge. There are different types of schools in relation to management, availability of resources, area of location (urban or rural), environmental conditions, facilities, etc. But all the schools are expected to provide equal opportunity to all the students irrespective of religion, caste, social status, sex, etc. Brining students of all developmental ages under one roof, viz., school creates multidimensional problems, which could be
understood and solved only if a thorough knowledge of developmental changes of a child are known.

1.3 DEVELOPMENTAL CHANGES OF A CHILD

‘Development’ means a progressive series of changes in an orderly coherent pattern. It is a process in which the internal physiological changes and the psychological processes stimulated by them are integrated in a way which enables the individual to master further and anew environmental stimulations. There are two periods in life when changes of the organism put the individual’s capacity to master these changes to a test. The two processes in development, namely growth and involution begin at conception and end at death. In the early years, growth predominates and in the latter part of life, involution or atrophy predominates. Regardless of the length of the lifespan, it is divided in to different stages.

The lifespan, when divided according to the forms of development and patterns of behaviour characteristically found at these predictable ages, falls in to eleven periods. The periods and their approximate ages are:

1. Prenatal: conception to birth
2. Infancy: birth to the end of the second week
3. Babyhood: end of the second week to the end of the second year.
4. Early childhood: two to six years
5. Late childhood: six to ten or twelve years
6. Puberty or pre adolescence: ten or twelve to thirteen or fourteen years.
7. Early adolescence: thirteen or fourteen to seventeen years.
8. Late adolescence: Seventeen to twenty one years.
9. Early adulthood: twenty-one to forty years.
10. Middle age: forty to sixty years.
11. Old age or senescence: sixty years to death.

1.3(i) DEVELOPMENTAL TASKS

In every culture the individual is expected to master certain skills and learn certain behaviour patterns that are essential for personal and social adjustments at each stage of development. These are known as "developmental tasks". Some of the tasks expected at the early periods of the child are as a result of physical maturation. The important purpose of developmental task is, to guide the individual to know what society expects of him at a given age and to show the individual what lies ahead.

1.3(ii) DEVELOPMENTAL TASKS OF ADOLESCENCE

1. Accepting one’s physique and accepting a masculine or feminine role.
2. New relations with age-mates of both sexes.
3. Emotional independence of parents and other adults.
5. Selecting and preparing for an occupation.
6. Developing intellectual skills and concepts necessary for civic competence.
7. Designing and achieving socially responsible behaviour.

These developmental tasks require a major change in the child’s habitual attitudes and patterns of behaviour. Accepting one’s physique is difficult for the adolescent if he has some glamorized concept about his physique from his childhood. It takes time for him to revise his concept to his adolescent appearance. For adolescent boys, acceptance of the adult approved sex role is easy as they have been encouraged to do since early childhood. But for girls, it is difficult and requires many years. For adolescents whose status in the peer group is insecure, they need the security that emotional dependence on their parents or some other adult give. The adolescent cannot achieve economic independence until he selects an occupation and completes his training. Only those adolescents who are active in the extra curricular affairs of the school get practice for developing intellectual skills needed for civic competence. Adolescents gain peer acceptance mostly at the expense of behaviour that adult consider socially responsible.

1.4 ADOLESCENCE

The term “adolescence” comes from the Latin word adolescere, which means “to grow” or “to grow to maturity”. The behaviour and attitudes of an individual in the early part of the period are markedly
different from those in the later part of the period. The adolescence is divided into two periods, early and late adolescence. Early adolescence is usually referred to as the "teens" and sometimes the "terrible teens". For the average girl, early adolescence begins at thirteen years and for boys a year later. The dividing line between early and late adolescence is around seventeen years. Early adolescence is a period of heightened emotionality. Late adolescence, which is part of the adolescent period, is recognized as beginning around seventeen years of age. There are certain attitudes and patterns of behavior which are normally found among older adolescents that make them different from young adolescents. These are increased stability, changes in methods of meeting problems, knowledge of decreased adult concern, increased emotional calm, increased realism, and interest in symbols of maturity.

The dictionary definition of adolescence as the period between puberty and maturity places emphasis on physiological development. Margaret Mead (1928) and Ruth Benedict (1934), the two anthropologists, had said that culture, not biology plays the determining role in the phenomenon of adolescence. The biological phenomenon of puberty, the period when the sex organs become functionally mature and conception and child bearing become possible, will not entail stress if the adolescents are properly instructed. Biological processes and growth are only an indirect influence causing stress in the adolescent. The real reason may be the way society looks at him and leads him to look at himself.
Adolescence is the attractive, uneven, insecure period of strong personal relations either of friendship or of hostility. It is a period of unknown and mysterious territory not only to the adolescents but also to parents, teachers and doctors. In this period their attention shifts from parents to peers and unique personality grows from within searching for identity and recognition. Dreams, aspirations for future, doubts and fears about occupation and sex set in their minds. Adolescents seek to discover who they are and what they will become. The physical development varies from individual to individual. For girls the developmental changes influence their feelings about themselves and their behaviour.

1.5 PUBERTY

It is a unique period in development with characteristics which are not found at other times in the life span. Puberty is an overlapping period between childhood and adolescence. It lasts for two to four years, bringing rapid physical and physiological changes. These rapid changes lead to confusion, feelings of inadequacy, insecurity and unfavourable behaviour. It is a period of predictabilities and unpredictabilities. The average age for girls to become sexually mature is during their thirteenth year and a year later for boys. There may be variations in the average age due to heredity or health condition of the individual.

As puberty progresses, secondary sexual characteristics develop gradually and boys and girls become increasingly dissimilar in
appearance. The glandular changes and social changes change the attitudes and behaviour of the individual during this period. Desire for isolation, disinclination to work, in coordination, boredom, restlessness, social antagonism, resistance to authority, sex antagonism, heightened emotionality, lack of self-confidence and daydreaming are some of the negative behaviour patterns which predominate in the so-called ‘awkward adolescent’ period.

Girls are more seriously affected at the time of puberty than boys, as they mature more rapidly than boys and there are more social restrictions on their behaviour during puberty. Early maturing girls are more grown up and are out of step with their peers than the early maturing boys. But the late maturing girls are less damaged psychologically than boys. Early maturing is less advantageous to girls than it is to boys because early maturing girls are considered more grown up and expected to behave accordingly. Early maturing boys are socially active and accept leadership roles in their peer group whereas late maturing boys are less active and less successful in life. At pubescent period girls want to have a ‘good figure’ and boys want to be tall and heavier. Not only appearance, social acceptance and achievements are also of great concern to the pubescent. The common unhappiness at this period must be reduced to a minimum. If the girl or the boy at this period is aware of the temporary physiological and psychological changes, the unhappiness over the pubescent period may not happen. Another expected solution to this problem is that the parents, elders and teachers should realize the rapid growth and
changes in the behaviour patterns at this pubescent period and guide them properly to make the pubescent period happy.

1.6 ADOLESCENT GIRLS

When the puberty changes are complete, the adolescents’ health begins to improve but the young adolescents care little about their health. The most common defect of young adolescent is obesity. School absence for imaginary illness during their menstrual period is frequent among adolescent girls. Crying is another expected emotional pattern of girls when they are angry. Young adolescent girls worry about their appearance, about lack of understanding between themselves and their parents, about heterosexual relationships, vocational choice, religion, health, suitable recreation, personality weakness and lack of emotional control. Adolescent girls sometimes cry when their feelings are hurt and also when they feel neglected. Even during joy emotion, girls express with a response of smile or giggling against that of boys laughing uproariously. Both boys and girls think seriously about their future at this period but girls plan ahead less than boys because the time of marriage is unpredictable for them. In early sixties, boys were interested in jobs that had glamour and excitement regardless of their abilities and girls preferred occupations with more security and less demand on their time. But towards the end of twentieth century and in the beginning of this twenty first century, girls apt for any challenging job, mainly in the urban areas because of more opportunities and guidance but with a less chance in rural areas.
1.7 ADJUSTMENT

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

Adjustment can be defined as the variations and changes in behaviour that are necessary to satisfy needs and meet demands so that one can establish a harmonious relationship with the environment. To mould one’s behaviour to the expectations of the society is good adjustment. The parents, the school and the peer group all play an important role in the adjustment behaviour of the adolescent. For the adolescent to develop personal and social adjustment, there are three essential requirements, viz.,

- The adolescent must have a strong positive and stable self-concept which gives a high level of self-esteem and poor feeling of inadequacy.
- The adolescent must have a realistic self assessment about himself which includes his strengths and weaknesses.
- The adolescent must have self-acceptance.

1.7.1 ASPECTS OF ADJUSTMENT

1. Health Adjustment : Any individual is said to be adjusted to his physical development if his physical abilities are in conformity with those of others of the same age.
2. Emotional Adjustment: An individual is said to be emotionally adjusted if he is able to express his emotions in a proper way at a proper time. It requires one's balanced emotional development and proper training in the outlet of emotions.

3. Social Adjustment: It refers to the social development and adaptability to the social environment. It requires the development of social qualities and virtues in an individual. The individual must be social enough to live in harmony with others and feel responsibility and obligations towards others, society and country.

4. Home Adjustment: Home is the source of greatest satisfaction and security to its members. The relationship of any individual with his family members plays an important role in the adjustment of the individual. Faulty rearing and uncongenial atmosphere at home will result in problematic and delinquent behaviour of children.

5. School Adjustment: School environment, its discipline, time-table, co-curricular activities, methods of teaching, school and classmates, teachers, head of the institution, all contribute to the total adjustment of any student.

1.7.2 CHARACTERISTICS OF A WELL ADJUSTED PERSON

A well adjusted person knows his strengths and weaknesses. He has respect for others likes and dislikes. His level of aspiration is neither too low nor too high in comparison with his potentials. His basic, organic, emotional and social needs are fully satisfied. He never
suffers from emotional craving and social isolation. He appreciates the
goodness in other persons or activities. He has no fault finding
attitude. He is not rigid in his way of living but adapts himself to the
changed situations by making necessary changes in his behaviour. He
has courage to master his environment, has a realistic vision of the
world around him. He always plans, thinks and acts pragmatically.
Shaffer defines adjustment as, “the process by which a living organism
maintains a balance between its needs and the circumstances that
influence the satisfaction of these needs”.

1.7.3 CAUSES OF MALADJUSTMENT

The adolescents problems are related to personal attractiveness,
social and family adjustment, career and life work, money, academic
success and sex relationships. For adolescent boys, problems related
to money and sex are more serious and for girls, it is their personal
attractiveness, social and family relationships. Adolescents from a
large family where there is less parental over protectiveness will be
more stable than adolescent from a small family. Over protectiveness
by parents causes less confidence and instability in adolescents. This
makes the adolescent to develop an authoritarian type of personality.
The heightened emotionality which arises due to adolescents
unrealistically high aspirations also results in adjust mental problems
with family and friends. Adolescent who had a healthy childhood are
healthy in adolescent period and are well adjusted. But an adolescent
with unhealthy childhood complain of severe discomforts at adolescent
period and make poor adjustment. The physical strength also plays an important role in social adjustment among boys. But girls concentrate on developing skills like dancing and athletics. The desire for independence is maximum at the adolescent period. The adolescent becomes rebellious and unhappy when his parents are unwilling to give him the independence he expects. This results in running away from home, giving up schooling, etc., and it develops a tendency to do things behind parental backs. When the adolescents' moral behaviour is below the adults' expectation, the adolescents become angry resulting in a feeling of personal inadequacy. Inadequacy if not understood and corrected will lead to delinquency sometimes. Failure in school activities also results in maladjustment. The failure complex developed in the adolescent makes him unhappy, maladjusted and takes him to the extent of using suicide as a way of coping with unhappiness.

1.8 PROBLEMS OF ADOLESCENTS

For the young adolescent, problems are more than that at other ages. Their problems center around home, school, physical condition, emotions, social adjustment, vocation and values. Many older adolescents feel that they are misunderstood by their families, teachers, friends and employees.

This misunderstanding intensifies their problems and results in a psychological isolation from possible sources of help in meeting their problem. When the needs of the older adolescent for acceptance,
affection, and achievement are met and satisfied to his expectation, he will be happy; happy adolescents are well adjusted. They are able to solve their problems satisfactorily and develop a philosophy of life which enables them to face the good with the bad. But the unhappy adolescents are maladjusted, unable to solve their problems and they carry the unhappiness into adult hood.

Much research has been done in studying the behavior of adolescent boys and girls all over the world. The important characteristics found at the adolescent stage can be summarized as:

1. It is a period of stress and strain.
2. It is a period of difficult adjustments, imaginations, emotions, impulses and interests.
3. They crave for independence from adult control, but yet need their help.
4. They always fight against authority viz., teachers, parents, elders etc.
5. They attach great importance to and work for peer approval rather than adult approval.
6. Adolescents’ relations with adults whether parents or teachers, are a constant source of frustration.

1.9 PROBLEMS OF ADOLESCENT GIRLS

Girls are more concerned about their physical appearance than boys. Acceptance of the adult approved sex role is not too difficult for
boys; but girls are expected to play an egalitarian role. Emotions of adolescent girls are intense, uncontrolled and irrational. Emotionally mature adolescent girl is stable in her emotional responses and does not swing from one mood to another. Desire for independence develops in early adolescence and reaches a peak at the late adolescence and it leads to clash with parents. Girls are expected to conform more to parental wishes than boys. As a result they rebel more than boys against home restraints. Social participation, adjustments in social situations are high for adolescent girls. The social groupings of boys are larger and loosely knit whereas those of girls are smaller and more sharply defined. Interests in friends of the opposite sex become increasingly stronger and they have a few intimate friends of their own sex also at this stage.

Adolescent relationships with family members of the female sex are less favourable than those with male family member. Mothers are more lenient with their sons than with their daughters. The problems of students must be properly tackled and solved. Unresolved problems will affect their academic achievement and also their personality development.

Educational Problems

Due to modern advanced curriculum, students face many educational problems. The students at the higher secondary level, who are expected to achieve more to enter into colleges and professional courses are not fully aware of the appropriate courses of study,
educational opportunities, scholarships available, competitive exams, etc. They do not know how to overcome learning difficulties, foster creativity, improve levels of motivation, utilize resources like library, laboratories, workshops, etc.

**Vocational and Avocational Problems**

Every vocation requires certain educational, professional qualifications and preparation. The adolescents, especially girls are not aware of the various vocations and their requirements and utilizing the vacant hours properly and purposely in avocation. Selection of hobbies, co-curricular activities, games, exercises to have a healthy body and cultural programmes to exhibit their creativity are also difficult for the adolescents. They are afraid of their academic performance and do not spend time in other useful, creative activities.

**Personal Problems**

Adolescent girls have problems related to themselves, their parents, family, their friends and teachers. Their parents leave them with a feeling of incompetence and insecurity, when they fail to live up to their expectations. At times, the strained and unhappy relationships at home hamper progress in study. There may be jealousy among siblings, dominations of elders, maltreatment of children, lack of sense of being wanted, lack of sense of belongingness. All these factors make the mind tussle between the need for challenges and in the preparation to undertake this which hold back the progress resulting in poor
achievement. All these will disturb the mental equilibrium of the young students resulting in poor achievement.

Some are obsessed with problems such as lack of friends, loneliness, failure, feelings of inadequacy, inferiority, illiteracy, and poor socio economic status and the like. Because of expectations and frustrations, there are emotional conflicts. Sometimes it leads to poor concentration in learning and recalling. They feel depressed. Problems leading to depression, withdrawal behavior, poor emotional and social adjustment will affect the self-concept and personality development of the adolescent. Poor emotional adjustment will result in poor physical and mental health.

**Social Problems**

The adolescents confront with problems while conforming to the norms of the society. Listening to elders, respecting the opinions and sentiments of fellow beings, assuming leadership position, patience and perseverance are some of the cultural expectations of the society from the adolescents. Especially for girls, the society puts certain limitations and conditions towards their choice of study, job opportunities, behavior pattern and friendship with opposite sex. At the age of seventeen or eighteen the girls get married and enter into family life with responsibilities. Even in these days of technological development, it is found to be more in rural areas than in urban areas.
The unfavorable stereotype of adolescents has had a damaging effect on adult attitudes and relationships with adolescents as well as on adolescents' attitudes towards themselves and their relationship with adult. This widens the generation gap between the two. Parental anxiety and concern about the adolescents' ability to cope with her problems and to achieve a satisfactory adult status do not build up adolescent self-confidence, instead, they increase her anxiety and lead to stronger negative feelings about herself, her abilities and about the society.

1.10 COMMON ADULT CONCERNS ABOUT ADOLESCENTS

1. Appearance and Manners: The adolescents body does not conform to adult proportions, his/her skin is pimple affected hair is stingy and greasy. In dress he/she may be fastidious or sloppy.

2. Defiance of Adult Authority: Adolescents often refuse to listen to adult reason and they go out of their way to do the opposite of what have been told to do and thus engage themselves in acts which are physically or psychologically damaging. They often claim that adults do not 'understand' them or they are old fashioned.

3. Future Plans: Academically dull nature, idleness make the adults fear that they are not sufficiently serious about preparing themselves for the competitive world in which they will soon find themselves.
1.11 TRANSITION TO ADULTHOOD

The transition into adulthood depends partly upon the individual, partly on environmental aids or obstructions and partly on adult expectations. If the adolescent discovers that he is not ready either physically or psychologically, to play the adult role, he becomes dissatisfied with himself and this weakens his motivation to try to achieve an adult status. As the adolescent goes through a period of wondering how he will meet the new problems life presents, he is unsure of his ability to cope with adulthood. Instability, tension, preoccupation with adjustment problems and unhappiness are some of the effects of transition. As adolescence progresses, problem behavior gradually diminishes if the adolescent makes transition into adulthood successfully. Studies reveal that adolescence stands close to the top of the list of unhappy ages. Happiness depends on a feeling of adequacy to do what society expects; it means freedom from worry and nagging responsibility, combined with the achievement of one’s hopes and ambition. Because of the problems the adolescent must face and the conflicts that arise when he is prevented from achieving the status he feels entitled to, it is understandable that adolescence is seldom a truly happy period in our society.

The transition into adulthood is facilitated by liberty with responsibility and privilege with restriction. If liberty is coupled with responsibilities, it will help the adolescent to slow down his demands for liberties until he is capable of handling them successfully. A
compliment with a criticism and a criticism with a compliment will increase his motivation to learn what society expects him to learn and will strengthen his confidence in his ability. Transition is also influenced by factors such as the speed and length of transition, degree of dependence on parents, discontinuities in training, ambiguous status in the peer group, conflicting demands from parents, teachers and peers. Instability, preoccupation with personal and other characteristic problems of adolescent period, unhappiness and problem behaviour are the most common damaging effects of transition into adulthood. At the same time, love and understanding of the parents and teachers facilitate the transition.

1.12 CAUSES OF UNHAPPINESS OF ADOLESCENCE

![Diagram]

When the adolescent fails to attain the unrealistic childhood aspirations, he develops feelings of inadequacy. Shyness in the presence of a person on whom he wants to make a good impression and embarrassment which arises when he does something that he
fears are due to social inadequacy. Fears of serious illness and incapacitation arise of personal inadequacy. If the adolescent feels less secured in his social relationships with others than his friends, it results in anger and jealousy. Repeated and varied worries develop anxiety. When the adolescent is anxious, he feels unhappy, restless and dislikes himself. To cover up dissatisfaction, he may withdraw into a day dream world or use defense mechanisms such as projection or engage in antisocial behaviour. Repeated unpleasant emotional responses tend to become habitual resulting in a worried, anxious, angry adolescent who welcomes even happiness with displeasure. If the adolescent is realistic, knowing about his abilities will develop tolerance when he faces failures in meeting his needs. If he is not realistic, failure leads to humiliation and lack of self-confidence. For the adolescents in school, both academic and social success are important; failure in either or both areas will lead to maladjustments. The social and economic status of his family also makes the adolescent happy or unhappy. Poorly adjusted adolescents are always unhappy.

Unhappiness results in disorganisation of behaviour, the manifestations of that are inability to focus on the task at hand, shifts in mood, inefficiency in mental and physical activities, recklessness of speech and impulsive acts which sometimes result in accidents or delinquency.

The unhappy adolescent may repress his emotions and become moody or he may express them as outbursts. He may become quarrel-
some and militates against social standards in dress, speech and actions. He may be rejected by his peers as well as his family members and it results in under achievement in sports and studies. Unhappiness leads to scapegoating (blaming others) and escapism. Manifestation of escapism includes running away from home, early marriage, daydreaming and attempts at or actual suicide.

These problems may affect the human psychological traits such as self-concept, attitude, involvement, anxiety and achievement of adolescents.

1.13 SELF-CONCEPT

Self-concept refers to individual’s appraisal or evaluation of herself. It is a motivating force for the individual’s behavior and it is a key to self-confidence, which is the secret of success in life.

Jaslid, A.T (1960) defines “Self concept as a composite of Pearson’s thoughts and feelings, strivings and hopes, fears and fantasies, his view of what he is, what he has been, and what he might become, and his attitudes pertaining to his worth”.

Self-concept refers to the totality of a complex, organized and dynamic system of learned beliefs, attitudes and opinions that each individual holds to be true about his/her personal existence. Franken states that self-concept is the basis for all motivational behaviour. It is not an innate behaviour but developed by the interaction of the individual with the environment.
Components of Self-Concept

There are three major components of self-concept which are: the perceptual, the conceptual, and the attitudinal. The perceptual component is the image the person has of the appearance of his body and of the impression he makes on others. It can be called as the “physical self-concept” as it includes the image the individual has of the attractiveness and sex appropriateness of his body, the importance of the different parts of his body, such as his muscles, to his behavior and the prestige they give him in the eyes of others, especially for the boys and for the girls it is about their beauty.

The conceptual component refers to the individuals conception of his distinctive characteristics, his abilities and disabilities, his background and origins, and his future. It is the psychological self-concept and it includes life adjustment qualities such as honesty, self-confidence, courage and their opposite.

Attitudinal component refers to the feelings about himself his attitudes about his present status and future prospects, his feelings about his worthiness, and his attitudes of self-esteem, self-reappraisal, pride and shame.

Whether stable or unstable, a person’s self-concept is a motivating force in his behaviors. Adolescents who have a more favourable, stable self-concept resulting from feeling accepted and loved at home are insulated against pressures from the peer group to...
engage in delinquent activities. If the individual is to be personally and socially well adjusted, the development of the self-concept cannot be left to chance. It is the responsibility of parents and teachers to control the development of the self-concept, as unfavorable self-concepts are likely to become deeply rooted and cannot be changed later on.

1.14 ATTITUDES

Attitude is defined as "a tendency to react favourably or unfavourably towards a designated class of stimuli, such as rational or racial group, a custom or an institution" according to Anastasi. Attitude is a part of an individual's own personality but are affected by the attitudes and behaviour of the group or groups with which he associates. Attitudes act as causes as well as results of behaviour. When a person is kind, agreeable, tolerant, friendly, gay and generally outgoing, he is considered to have desirable attitudes. The men or women who are habitually disagreeable, critical, intolerant, unfriendly, or self-seeking is considered as possessing attitudes disapproved by the group. A student's attitudes should enable him to live well. The knowledge of good attitudes such as tolerance, understanding of social problem, positive attitude towards school and learning will help him in his progress. An adolescents' attitudes are more personal and directed by his / her own individual drives.

If a teacher knows students' attitudes, he can try to change the attitudes if negative so as to give them a desirable direction. It also
helps to know the extent to which desirable attitudes are developed in
the students. It is also to help the students in their career plans.

Students who have favourable attitudes towards education
usually work up to their capacities and make good adjustments to
school. Those with unfavourable attitudes, by contrast, tend to become
under achievers. The adolescents who have unfavourable attitude
towards different school subjects, work below their capacity and
become under achievers. When they do not achieve what they hoped
for will develop negative attitude towards school which is reflected in
their poor quality of school work. In addition, they make little effort to
adjust to school or to their teachers, classmates, studies, and the extra
curricular activities or rules of the school. Many rebel against going to
school and regard themselves as 'martyrs' because the law requires
them to attend. Working below their capacities increases their poor
adjustment to school. In time, they begin to think of themselves as
less able than they actually are. This dampens any motivation they
might otherwise have had to do the work they are capable of doing.

Once formed, attitudes towards school are difficult to change. If
a child thinks of himself as a 'poor reader' or a 'reading problem', for
example, he cannot be motivated to improve his reading until he can
be persuaded to change his self-concept.
1.15 INVOLVEMENT

Involvement in studies refers to the amount of time students are actively involved in the learning process. It is time on task. Involvement in any activity results in better performance. According to George Bernard Shaw, activity is the only road to knowledge. Planned activities with involvement will improve the knowledge and develop the skills of students. The students' needs, interests, abilities, aptitudes, age, motivational values affect involvement in studies. The classroom environment, number of participants in the classroom, teacher flexibility, resourcefulness, creativity, teaching methods, content nature of the subject etc also contribute to the involvement of students in their studies. Family support, peer group recognition and appreciation of better academic achievement will improve the involvement in studies.

Developmental level, strengths and weaknesses, cultural and community background also affect the involvement of students in studies and in other related activities.

Curricular content, adaptability, flexibility, content fairness and format also affect students' participation in school activities. Teachers play important role in developing involvement in studies among students. A teacher should allow a variety of activities inside the classroom for motivating the students. The teacher should create an atmosphere of warmth and acceptance in the classroom to inspire the students and to make the students exchange ideas freely. The teacher
should also encourage students to participate in curricular and extra-
curricular activities. At the same time the student should also work co-
operatively in the class.

1.16 ANXIETY

It is described as a painful uneasiness of the mind concerning
impending or anticipated ill. It represents a danger or threat within the
individual rather than an external danger. In anxiety, the disturbing
stimulates does not physically precede or accompany the emotional
state but is anticipated to occur in future. It is accompanied by a sense
of helplessness due to the personal feeling blocked and unable to find a
solution to the individual’s problems.

Anxiety is stimulated by qualities within the person than by
external stimuli. The person is unaware of the conditions within himself
which make him uneasy. It is generally due to imaginary, often
irrational causes rather than real ones. Worry is related to specific
situations, such as examinations, parties, or money problems, while
anxiety is a generalised emotional state. Worry comes from an
objective problem while anxiety comes from some subjective problem.

There are three kinds of anxiety viz., reality, neurotic and moral.
Reality anxiety comes out of fear of danger from the external world
and is proportionate to the degree of real threat. Neurotic and moral
anxiety are evoked by threats to the balance power within the
individual.
Causes of Anxiety

Experiences that undermine self-confidence and make the person feel inadequate lead to anxiety. Students who in the past received grades below their expectation face a test situation with greater anxiety than those whose achievements were nearer their goals and who, as a result, have greater confidence in the ability to meet new challenges successfully.

Anxiety varies in quantity and quality from one person to another and within the same person from one time to another. Those who worry more than usual during periods of adjustment are more likely to develop anxiety than those whose worries are less frequent and less intense. Girls defend themselves against anxiety by daydreaming and expressing feelings of inferiority whereas boys handle by being rebellious and engaging in annoying activities. The more intelligent the person, the more likely he is to suffer from anxiety. Regardless of social, religious, racial or economic group status, people who are popular feel more secure and consequently, less anxious than those who lack social acceptance.

Effects of anxiety on personality

Anxiety of greater strength may motivate some people to greater achievement. Jersild writes - 'one of the makes of an anxious person is that he tends to overdo or to underdo. An anxious person often behaves in a manner that is curiously "out of character". Anxiety
is an evidence of lack of adjustment. In discussing adolescent anxiety, Hornick remarks, “one of the commonest paths of anxiety in adolescence is acting out, acting up, or just plain action”.

Some of the ways in which adolescents express their anxiety are daydreaming, rebellion, overaggressive behaviour, delinquent behaviour and psychosomatic illness.

1.17 ACHIEVEMENT

The dictionary of Behavioural science defines achievement as the level of proficiency attained in scholastic or academic work. According to the dictionary of Psychology - Robert C. et.al. (1979) “academic achievement is specified level of attainment or proficiency in academic work as evaluated by the teachers by standardised tests or by a combination of both”.

Academic achievement is more important for learning and for personality development of a student. Students of the same age show enormous differences in mastery of their school subjects. Lynn (1959) observed that achievement level of girls was higher than that of boys. Kolesnik (1970) has reported that girls regularly surpass boys in scholastic achievement at elementary and high school levels. In the recent years also it has been observed that girls perform well in public examinations at the secondary and higher secondary level. It has been found that better personal adjustments favour higher academic achievement (Wilson 1982).
Factors facilitating achievement

Savage (1962) has reported that academic achievement of students can be improved by enhancement of their self-concept. Achievement also depends on students’ attitudes, interests, personality characteristics and social class. In addition to learning, general satisfaction of pupils regarding school is found to be more closely related to pupils success than any other factor.

Factors (inhibiting) affecting achievement

Martin has viewed that factors like lack of motivation, poor study techniques, personal adjustments, lack of preparation, absenteeism, deficiency of instructional methods and other similar factors lead to failure at higher secondary level.

1.18 NEED FOR AND SIGNIFICANCE OF THE STUDY

The personality development of a child begins at birth and moulded by environmental sources like the family, the school, the peer group, mass media, religion and the person’s occupation. The relative importance of these sources varies from one age group to another and from one person to another. Schonfeld says that many affluent parents train their children to enjoy a happy, carefree childhood and then are shocked when the children grow up to be irresponsible adolescents and adults. Parents are worried or confused by the changes in the adolescents. They do not understand that each teenager is an
individual with a unique personality and special interests, likes and dislikes. The increased independent functioning, conflicts with parents, emotional stability and instability, peer relationships with same sex and opposite sex, etc.; which are characteristic of adolescents must be properly understood by parents and teachers and they must be guided. Adolescents today see a marked conflict between the ideals society professes and those it practices. For example, young people are taught from their childhood that honesty is the best policy, and yet politicians and businessmen are convicted of accepting bribes. Youngsters are taught that they must respect other human beings, yet racial and religious discrimination exists all around them. Parents, teachers and counsellors who seek the optimum development of adolescents especially girls must deal with the above listed factors. Parents should realise that the attempts of adolescents to grow up and become autonomous are entirely desirable. Teachers and educators must face the implications of the problems of adolescents. By their accumulated experiences, they can go for solution of these problems by counselling. The active participation of the adolescents is also imperative in considering solutions to the problems. Only when youth has such an orientation, he can tolerate the future’s uncertainty and develop self-confidence. Thus the identification of problems of adolescent girls is to be followed by guidance and counselling in helping them in making the best possible adjustment to the current situations in educational institutions, occupational world, in home and in the community. If the adolescent girls are able to solve their problems that they face with
reasonable success and feel more increasingly confident of their abilities to cope with these problems with the guidance of parents and teachers, periods of unhappiness become less frequent and less intense.

Higher secondary girls study under different subject groups. Some study in English medium, others study in Tamil medium. Since the students do not talk English outside the classroom like Tamil medium students, they do not understand the subjects well in English. This affects their academic performance. Naturally they lose self confidence, develop negative attitude towards school and develop anxiety too. Those who study in Tamil medium have different types of problems. Hence it is expected that the different subject group students may differ in their problems and other related traits. This study hopes at finding the differences in these variables among the different subject groups. When girls have more problems, their anxiety may increase. But they may be affected in their self-concept, involvement, attitude and achievement due to adjustment problems and anxiety. Hence it can be expected that there may be relationship between the adjustment problems and other variables. This study helps in finding the nature of relationship between the variables.

Guidance and counselling programme is organised by the investigator after testing their problems, self-concept, involvement, attitude, anxiety and achievement. After guidance and counselling also the same items are being tested. The investigator hopes to find out the differences between the two tests of the above mentioned variables.
and thereby tries to prove the impact of guidance and counselling on the problems and other aspects of higher secondary girls.

When the adolescent girl’s needs for acceptance, affection and achievement are met to her satisfaction, she will be happy. As guidance and counselling is chosen as a process of reducing the problems of adolescent girls, the investigator takes the responsibility of supplementing the study with Guidance and Counselling as a separate chapter - following the first chapter.

1.19 LIMITATIONS

The study and the findings about the problems hold good only for a particular period of time, place and this cannot be over generalised for the following reasons. But counselling given to the needed adolescent girl will definitely result in overall personality development and greater achievement.

1. The present study is limited to six aspects of problems only.
2. It is limited to adolescent girls of higher secondary classes only.
3. It is limited to certain personality traits like self-concept, attitude, involvement in studies, anxiety and educational achievement in relation to the six aspects of problems.
4. Counselling is given only by the investigator in co-operation with the parents and other teachers of the school.
5. There is a chance for the students not revealing fully certain unpleasantful, painful and sexual problems.
6. It is also limited to only 101 girls of higher secondary class.
1.20 CHAPTERWISE SCHEME

The report has been divided into six chapters. The first chapter contains the introduction of the study, the adolescent period, adjustment problems of adolescents which prompted the investigator to study the impact of guidance and counselling on the adjustment problems and it ends with this chapterwise scheme.

The second chapter deals with guidance and counselling as a scientific approach to problem solving.

The third chapter portrays the previous studies and investigations on various problems of girls, adolescents, women and a few samples of guidance and counselling work.

The fourth chapter describes the methodology of the present study with the description of sample, tools selected for data collection.

The fifth chapter presents details about the analysis of the data collected, interpretations of the data and various methods adopted for data analysis.

The sixth chapter is devoted to the summary of the study, conclusions of the investigator and suggestions for further research in this area.