CHAPTER TWO
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THEORETICAL CONSIDERATION AND PLAN
OF THE PRESENT INVESTIGATION

Personality:

Personality has been considered, here, as a synthetic product of one's psychophysical dispositions being socialised. It includes everything personal, it expresses everything interpersonal, and it helps to serve others with every feeling of impersonal, as far as possible. It characterises a person with 'what the person has become' at a given moment of any social encounterance, and signifies a typical image in terms of health and fitness, appearance, mode of reacting, attitudes, feelings, interests, aspirations, and other behaviour peculiarities of the person in others' cognition. It is utilised by the self, as a sophisticated socialised tool, to prove one's merit, justify one's worth, establish one's competency, in every sphere of the self's expanding life space, as far as practicable. It lives and grows in the psychological plane of the person and perceiver of the person, for all practical purposes. Personality expresses an individual's "cultural imperatives" (Malinowski, 1933) in others' cognitive field.

Modal Personality:

There are certain characteristic behaviour common in a society, which helps others to recognise a community. This aspect of community, or frequency, has been conceptualised as "modal personality". It signifies a statistical presentation of every common individual personality characteristics, patterns of society in terms of mode (Linton, 1945).
There may be several such modes in any distribution of variants (Linton, 1949). The term basic personality structure used by Kardiner represents the same meaning as the term "modal personality" denotes. It consists of those societal dispositions, conceptions, modes of relating to others, and the like that make the individual maximally receptive to cultural ways and ideologies enabling the person to achieve adequate gratification and security within the existing order (Inkels et al., 1954). Usually a community of a civilized country shows multimodality, involving any percentage within 10% - 30% range of a population. These modes reinforce, positively or negatively, behaviour feedbacks and, thereby, play important role in establishing, maintaining, changing collective behavioural-ideological structures, and these modes are greatly influenced or subject to change under the influence of socio-cultural forces (Inkels et al, 1956). For comparing different groups in a community these modal characteristics seem to be of great help. The question of universality of the adolescent phenomenon is one of statistical frequency and for studying individual personality dynamics it usually bears insignificant value (Lewin, 1939). In the present investigation modal characteristics would be utilized for inter-group comparison of the population concerned.

Adolescent Behaviour: Adolescence indicates a period of transition from childhood to adulthood. The transitional phase of life during adolescence remains dependent on the cognitive, conative, and affective predispositions of the individual—a psychosomatic functional entity in a well-defined life space.
These predispositions guide the behaviour of the adolescent. Adolescent behaviour may be studied in the form of 'elicited responses' against selected verbal stimuli (queries) and subjected to statistical treatments for comparisons. These are developed out of interactions of the individual's potentialities and environmental transactions. Here 'environment' covers both the physical and psychosocial aspects of one's life space. Environmental transactions, here, may implicate the individual in some obvious conflicts, centering round the values, attitudes, and ideologies, and result in emotional disturbances in varying degrees — causing minor disturbances to a radical change of outlook or any defensive behaviour. Adolescent population may be subjected to stratification, keeping pace with the objectives of any investigation, with reference to any objective criterion for each stratum. Accordingly, personality modes of each reference group (stratum) may be found out for comparing the peculiarities for investigation purpose. Behaviour of adolescent girl in a particular society or culture is tuned to the role she has to perform in her future social life. This role concept governs mainly the image of womanhood in her mentality and ideas regarding self-esteem in the psychosocial reality around her. She prepares herself, tries to equip herself, motivates herself by developing drives and setting goals of life with reference to that role concept and image of self-esteem. Adolescent Bengalee girls are no exception to that way of behaving.

Adolescent Bengalee Girls: Nature has endowed women with the rare gift of femininity. Amongst specific qualities, femininity
is assigned with an urge for 'ideal wifehood' with its essential complement, the "ideal motherhood". Adolescent Bengalee girl is also found to prepare themselves during this phase of life for the best expression of femininity. She wants to build up her personality with charms and grace, skills and proficiencies, and other attributes or abilities for wifehood, motherhood, and for becoming a dignified lady. Her ability to integrate a concept of the adult feminine role is related to her adaptability and success as an adolescent. Immediately, she wants to be attractive, youthful, and energetic; and wants to be a sophisticated and accomplished motherly figure, ultimately. She cherishes the keen desire for a life-long unbroken partnership. She wants to be educated, self-sufficient, and resourceful for the cause of a happy conjugal life and prosperous family life. She is more fond of popular image than family experiences. She is fond of status symbol, and dreams of 'the man of her life' accordingly; she develops her hopes, desires, solvencies, and future goals for achieving a desired status symbol. There may be variations in the girl population in regard to femininity, career planning, status and role concept.

**Title:** A Probe into Personality of Adolescent Bengalee Girls of Calcutta City for Developing an Idea of Their Life Problems at High School Leaving Age.

**Objectives:**

1. To study normative trends of the population, problems and difficulties, adjustment patterns with major spheres of life, centering around some major sub-fields of study and enquiry areas.
(ii) To find out specific characteristics of personality expressions of eight scholastic groups, evident in the population, by statistical comparison of the personality modes of respective groups.

(iii) To diagnose the needs of the girls, in the eight groups; barriers generating conflicts and tensions, and other important facts that would provide helpful frame of reference to parents, teachers, and counselors to understand the adolescent girls for tackling them effectively in different social learning situations.

**Major sub-fields:**

(i) Backgrounds of family and other developmental facts.

(ii) Perceptions and expectations about present and future life.

(iii) Nature of interpersonal relations with the family members, peers, in school, and certain proactive tendencies in doing with social authorities, controls, reference for ideal behaviour.

**Main Enquiry Areas:**

(i) Knowledge about assets and limitations of self, home, student-hood, personal convictions regarding womanhood and peer life.

(ii) Existing practices of self, in the family traditions, of the family members, and expressed through family outlook.

(iii) Self-evaluation regarding psychophysical consti-
Samples will signify stratification. Considering the Adolescent Bengalee Girls reading in the school leaving class in the secondary schools of Calcutta as the constituents of a homogeneous universe, here, it has been decided to select smaller number of samples i.e. 10% of the total population (in the neighbourhood of 10,000 only). The number is required to go higher in case of heterogeneous population. A series of homogeneous sub-universes (in terms of scholastic efficiency) will be sampled with a wide variations in family background to assign possible heterogeneity in the population that will increase accuracy and protect a desirable economy of time and effort (Goode & Hatt, 1962).

Out of the approved list of secondary girls' schools in Calcutta (altogether 160 Bengali Medium schools for Girls) only 40 schools will be randomly (Rao et al, 1966) selected. From these schools attempts will be made to include at least 30 girls' data for the investigation purpose, when the total number of data is expected to remain in the neighbourhood of 1000, at least.

Steps to be followed:

(1) Construction of a Custom-built Inventory and its adaptation with the population.
(ii) Collection of data from the students of 50 selected schools of Calcutta Municipality area.

(iii) Statistical treatment of data keeping pace with the Objectives (as stated) of the present investigation.

(iv) Developing population norms and group norms.

(v) Diagnostic Interpretations and recommendations.

(vi) Summary of the investigation and Reporting the Bibliography.

Expected contribution or Applied Value:

(i) A suitable Inventory to understand the personality characteristics of adolescent Bengalee Girls at the school leaving age.

(ii) Guideline to parents and teachers, and counsellors regarding the needs, difficulties, and other personality adjustment problems of school leaving adolescent population.

(iii) To present (for the first time) a scientific research report on the adolescent Bengalee girls' personality modes and school life to educational authorities of Calcutta City and West Bengal State, for developing an effective understanding of the population in order to meet some of their welfare needs of school life.

N.B. The entire project has been planned and set in action during the International Year of Women, 1975, and a brief outline of the Project was submitted to the Ph.D. Committee of Calcutta Univer-
sity for prior permission to submit the Research Report
(in due course) as a Doctoral Dissertation of the investigator.**

** Approval was obtained under Calcutta University Registrar's
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