CHAPTER IV

ADOLESCENCE

4.1 Introduction

Adolescence is critical for the future development of human personality. If ultimate Collaboration is not learned at this time, the person is likely to become, a problem and can be seriously stunted in later personality growth. The maladjustment of any child can be traced back to the unsatisfactory interpersonal relationships in earlier stages.

4.1.1 The subculture of the adolescent

There is a phenomenon called, "Adolescent Culture", especially a phenomenon in urbanized western societies. The urbanized culture is busy and labour intensive. It is complex, changing and less likely to be pre-determined. It is a stream, less of personal. As a consequence, they require continued adjustment, adaptation, linkering and repair. They are very demanding of their time and attention especially the
adult members who even when they are relaxing must be aware of a dozen or so schedules. Young people are seeing this all, and they themselves automatically develop a busy schedule. Members of the adolescent subculture, on the other hand, recognizes that, they are but terribly dependent, on the significant adults in their lives, for whatever, freedom and power they have. This sense of powerlessness, even of alienation expresses itself all too often, in the form of excesses in drugs, sex, religion, sensual stimulation, violence, apathy, frenetic activity, idealism and activism. The basic concern of parents is that, one’s adolescent children are committed, to a course of self destruction. The adolescent study of the story is the fear of being controlled, dominated and blocked by one’s parents. At the same time, of being dismissed as immature and inconsequential. There may be quarrels and angry disagreements, the majority of them over some aspect of independence-dependence issue or the expectations of the adolescent culture versus the requirements of the world of adults. Such encounters are inevitable, part of the disengagement process where as, adolescents, seeks routes to find their own way and adults reluctantly drift toward, the old age and side lines of life.
Success in the school is the most sensitive barometer, of the adolescent's ability to cope with the demands of the society school success has been found to be highly a significant predictor of success during, the adolescent years. There are considerable evidences, to show that those adolescents who have the best relations with their parents are those who are most competent, and adequate in other ways.

McCandles confirms that, the school achievers among the adolescents were more likely to report that their parents. Shared ideas, activities and confidences with them and that they were more affectionate, approving and encouraging with respect to achievement. The mothers of high achievers did not exercise close control over their children's work. They trusted their children and do not engage in covert, detective, work to check upon them but when their children misbehaved they did not indulgently make excuses for them.

Definition

Adolescence is an important age in the total life span of human being, which is being referred to as the spring of human life by poets. The word adolescent comes from a greek word 'adolescere' which means to grow to maturity. All psychologists are agreeing on the point that it is a transitional
period. The period sums between childhood and adulthood and is commonly called as the teenage.

According to Jersild, A.J.² "Adolescence is that span of years during which boys and girls move from childhood to adulthood mentally, emotionally, socially, and physically".

Coleman J, C³ (1980) defines adolescence "as a process than a period, a process of achieving the attitudes and beliefs needed for the effective participation in the society".

Piaget, J,⁴ (1970) defined adolescence as "the age of great deals, and the beginning of theories as well as the time of simple adaptation to reality".

Chronologically adolescence comes roughly in between the years from twelve to early twenties. The onset of adolescence varies from culture to culture depending on the socioeconomic conditions of the country. A major part of a country's population ranges between 13 to 19 years of age. The nations success in various fields of life depends on the proper guidance of adolescents.
4.2 Stages of Adolescence

The most important single feature of adolescent development consists of different stages of physical, physiological, emotional and psychological changes that take place which have significant behavioural implications. Broadly two stages shall be identified as described below.

Early Adolescence: It begins with puberty and ends with the need for love, with one person of the opposite sex. The need for intimacy achieved during the preceding stage continues during early adolescence but is accompanied by a parallel though separate-need. In addition, security or the need to be free from anxiety remains active during early adolescence. Intimacy, lust and security often collide with one another bringing stress and conflict to the young adolescent. Invariably lust interferes with security operations since, genital activity is started. There are at least four reasons why adolescents sublimate their genital need there by preventing a union of lust and intimacy. Second, intimacy is inclined towards other people and lust is isolating. The powerful genital tensions seek outlet without regard for intimacy need. Third, society divides sexual objects into good and bad while companions are always seen as good as opined by Sullivan\(^5\) (1953).
Early adolescence is a difficult age which lends itself to several potential twists in personality development. Sullivan believed that early adolescence is a turning point in personality development. The person either emerges from this stage in command of intimacy and lust dynamisms or faces serious interpersonal difficulties in future stages. Though sexual adjustment is important to personality development, Sullivan feels that the real issue lies in getting along with other people. Interpersonal psychiatry is concerned with interpersonal relations, not sexual problems.

**Late Adolescence**

It starts when preferred genital activity becomes stabilized, and it terminates in adulthood with the establishment of a lasting love relationship. It embraces that period of self discovery, when one is determining one's preferences in genital behaviour.

The outstanding nature of late adolescence is the fusion of intimacy and lust. The troubled attempts of self exploration at the early adolescence is evolving into a stable pattern of sexual activity in which the loved one is also the object of lustful interest. Unlike the previous stage which is ushered in by biological changes, late adolescence is
completely determined by interpersonal relations. Successful late adolescence is characterized by growth of the syntactic mode.

4.2.1 Conflicts, peer, and love relationships

Adolescents reorganize their concepts about themselves. They seek in their peers, an alternative source of support. The peer group bonds are stronger. They often influence the adolescents' values, and attitudes, more than parents, schools, religious institutions, or any other social influence. Such groups help to reassure individuals at a time when they are undergoing dramatic internal changes. By communicating the feelings as well as sharing the experiences of peers, adolescents are able to cope up with otherwise confusing and frightening situations. If young persons are uncertain about who they are, dressing and eating like their friends, provides some sense of internal stability and security.

Erikson (1963b) says that through love relationships adolescents are often able to clarify some of their identity confusion. Thus depending upon reactions they receive, adolescents may be able to resolve some of their uncertainties. Intimate understanding love relationships also permit the young person for self expressions that otherwise
have no social outlet. "Hopes, dreams, aspirations, and ideals can be explored along with disappointment fear, guilt, and disillusionment."

4.2.2 Alcohol and drug use

The young people who do not know who they are, might find alcohol and drugs attractive in exploring the outer boundaries of self hood. It may also care from the emotional stress of identity crisis, temporarily. Beset by vocational indecision, parental conflict, fragile love relationship and identity crisis, the drugs help them to step outside momentarily, says Erikson (1968,a)

4.2.3 Family Vs Peer group

The parent's love is considered to be, very important for the adolescents. Some explicitly expresses it, and others indulge, in resentment and misbehaviour through which they express it. The young people accepts that the parents are the dominant force in their lives not the peer or the sports or film stars or any one of the entertainment world. As far as they were concerned, what their parents taught them were the dominant force in their lives, more effective than the school teachers, officials, administrators, employers, low enforcement authorities, and health experts. The studies indicate that the
peer group influence is negatively correlated with family cohesiveness, discipline, and warmth—ie the stronger the family lesser will be the influence of the peer group.

4.2.4 Adolescent's relationships with parents

The myth is that, the parents and teenagers do not like each other and do not get along with each other. The fact is that most adolescents feel close to and positive about their parents approval. Siegel\(^9\), (1953) says that this does not of course mean that teenagers and their parents live in a calm, stress-free relationship. Young people feel a constant tension between the need to break away from their parents and realizing how dependant they are on them. They have to give up the identity, as little boy or girl and establish their own private identity keeping parental and family ties.

An important source of support during the complex transition of adolescence and a source of pressure for behaviour that, their parents may deplore is young people's growing involvement with their peers.

4.3 Adolescents and values

Dutta\(^10\) (1986) says that the story of development of human personality is the story of constant interaction between self (the inner reality) and environment (the outer reality) Up to
adolescence, the outer reality influences the inner reality more. The inner reality perceives and the outer reality interprets it and responds to it, enriching itself in return. By the time one attains psychological maturity, the inner reality begins to influence the outer reality in equal share, if not more. In fact psychological maturity goes hand in hand with physical maturity, can sometimes follow it or sometimes precede it. The psychological maturity is a function of the assertion of the inner reality over the outer reality. Whether the assertion of the inner reality, over the outer reality is socially desirable or not is another problem. It is therefore the adolescent period which is most crucial for the development of inner reality or insight, though this process goes throughout life. It has been noted that in large majority of people, the pattern of inner reality that develops up to the early twenties, remains more or less stable all through their life. One develops a life style in which one feels secure. He begins to justify that very style of life and defends it with all his might. That is why in most cases, it becomes very difficult to bring a change in one's style of life after it has been established. However there are a few dynamic personalities who do change the style of life throughout growth in their inner reality.
In the self explanatory period of adolescence the individual is in search of a hero from his immediate environment with whom he identifies and imbibes his values and character through the process of symbiosis.

Fidelity emerges from adequate resolution of the ego identity role confusion. Erikson\textsuperscript{11} says that, it refers to the adolescent's ability to sustain loyalty freely, pledged in spite of the inevitable contradictions of value systems.

As the corner stone of identity, fidelity represents the young persons capacity to perceive and abide by social mores, ethics, and ideologies of society. The meaning of the term ideology is used as an unconscious set of values and assumptions reflecting the religions, scientific and political thought of a culture. The purpose of ideology is to create a world image, convincing enough to support, the collective and the individual sense of identity says Erikson\textsuperscript{12} (1958).

Erikson, E\textsuperscript{13}, (1968,a) opines that Ideologies provide young people with over simplified but definite answers to the basic questions associated with identity conflict, that is "who am I" "where am I going". Inspired by these ideologies young people become drawn into activities that challenge the
established ways, features, ending in rebellions, revolts and riots.

4.4 Personality development during Adolescence

An essential aspect of the search for identity is the need to become independent of parents. An important path for this part of the search leads to the peer group. The adolescents are having relationships with parents and peers before looking at the development of sexual identity which is related to both. The storm and stress which is often related to teenage years is termed as 'adolescent rebellion' within the family and a general alienation from adult society and hostility towards its values. Yet, studies of adolescence typically finds that one out of five fit the classical pattern of tumult.

Age does become a powerful bonding agent in adolescence, more powerful than race, religion community or sex. Young people are caught up in "generational chauvinism"; they tend to believe that most other adolescents share their personal values and most older people do not. Adolescent's rejection of parental values is often partial, temporary or superficial. Teenager's values tend to remain closer to those of their parents, than many people realize, and
adolescent rebellion, often amounts to little more than a series of minor skirmishes.

4.4.1 Adolescent social values

Adolescents acquire an understanding of social values, by observing imitating and adopting the attitudes of persons who are significant to them. Role taking of the attitude of others helps to transform concepts of rules from external observations, to internal principles. Value commitments finds expression in socialization as the myriad experiences the adolescent encounters eventually coalesce into meaningful patterns providing a consistent and rational outlook.

Conscience refers to functioning in accordance with societal percepts and that the developmental level of adolescent's capacity to make moral judgments, influences moral conduct.

An adolescent's moral expectations of his family, peer group, community etc. have significant value in their own right. At this level young people are inclined to conform, justify and support values of social sharing and love. At a stage three youth is more likely to judge, behaviour by intention, rather than by consequences, and at the next stage an adolescent
will acquire a sense of respect for authority and an ability to categorise, moral values. At the next two stages, mature morality is a function of having learned to make right decisions on the basis of self chosen, ethical principles.

The adolescents posses more relativistic attitudes towards the law than children. He then alludes to, several psychological models, that should prove useful in explaining changes, and finally discusses the effects that the family, school, peer group and mass media may have on the socialization of youth.

'Kohlberg' (1968) observes that traditional formal moral education programmes have been largely ineffective and he suggests that a new approach is in order. He rejects the interpretations that moral behaviour is purely, a matter of immediate situational forces and rewards. The moral character is a matter of deep emotion, fixed in childhood and adolescence. He describes six age related, sequential stages through which children and adolescents presumably proceed step by step and he argues persuasively that the concept of "moral character" is meaningful, if moral character is conceived of as developmental rather than as a set of fixed traits of honesty. This stimulating analysis of problems of moral education is complemented with pointers on how teachers
might facilitate children's and adolescent's moral development (Kohlberg-1984).

"Children are able to solve problems of increasing complexity and imbibe values with each year". The validity of this statement is tested by making use of "Binet type scales" and 'Stanford-Binet type scales'. The mental ability begins to decrease after the age of thirteen and shows a sudden decline after sixteen. Later researchers with more appropriate instruments indicates that some aspects of mental ability may increase for good many years, not only throughout puberty but even well into old age. The two of the Wechster's subtests that have a high degree of reliability and that, have been used in developmental research are the vocabulary sub test and the block design tests, both of which were employed in the health examination, survey conducted during 1960 by the U.S. national center for health statistics, in a study of 14000 children and adolescents (Grinder, E.R 1972).

4.4.2 Developing sense of identity

Elizabeth. B. Hurlock17, (1959) says that central task of all adolescence of our society is to find a workable answer to the question "who am I". Adolescents as well as adults who are having a strong sense of ego identity, see themselves as
separate, distinctive individuals. The Americans lay special stress on personal identity while China and Japan, put greater emphasis on, achieving one’s identity and sense of worth through close relationships with others and being a member of an established social order.

**Achieved ego identity**

Searching for ego identity in complex society, and a resultant confusion may be sometimes beneficial. Individuals who have achieved a strong sense of identity after prolonged search are likely to be more autonomous, creative and complex in their thinking than those whose identities are formed without a period of confusion. They also show a greater capacity for intimacy a more confident sexual identity, more positive self concept and more mature moral reasoning. While their relationships with their parents are generally positive. They have typically achieved considerable independence form their families.

**Variations in Identity formulations**

In reality, identity formation is complex and may vary widely among particular adolescents or groups of adolescents. In a simple primitive, society there are only limited number of adult roles and little social change. Hence
identity formation may be a simple task quickly accomplished. But in a rapidly changing complex society, search for identity may be difficult and prolonged.

4.5 Vocational choice and adolescents

For young people vocational identity forms an important part of overall identity. Having a job which society values, and doing it well, enhances self esteem and the development of an increasingly secure stable sense of identity. A number of group including a panel of science advisory committee in united states have recommended that, young people aged 16 and over be given, greater opportunity to become involved in part time work experiences including work experience participation and public service in order to prepare them for the job market. A few such programmes have proved successful.

A child’s social and emotional development cannot be separated from it’s personality development. His emotional development is as important as his intellectual development. Moreover they are intimately related to each other. It is now accepted by most educationists, that a great majority of learning difficulties are not due to intellectual limitations, but
due to emotional problems. Skinner (1964) assumes that the learner's emotions are involved in all his activities at school.

Behaviour maladjustment's are not something uncommon, and strange with people in an acute competitive society. This is more so with the adolescent boys and girls, who are predisposed by inner imbalances caused by physiological and corresponding psychological changes. Many administrators and counsellors have observed that adolescents in schools do not gain in their school experience, the kind of training that permits them to succeed as mature and fulfilled human beings particularly in the area of social, Moral, and spiritual behaviour. The rising adolescent suicide rate, drug abuse, alcoholism, crimes, immoral traffic, etc are some of the current social issues that call the immediate attention of educationists, and administrators.

REFERENCES


8. ibidp.178


13. ibid,p.57.


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159