The present study was undertaken to trace the developmental changes occurring in the psychosocial maturity and motivational patterns of students in the age group of 11, 13, 15 and 17 years. The sample for the present study was drawn from three English medium schools and a college of Ahmedabad city. The total sample available for the study of developmental patterns consisted of 208 (93 boys and 115 girls). The present study was a longitudinal study in which similar tests were to be conducted after a gap of some period of time. Mehta's TAT children pictures, McClelland Adult pictures, Mehta's Adult pictures and Verbal Inventory of Psychosocial Maturity were administered. The study emphasises an understanding of the developmental changes which may occur over this period of time. Percentages, Means, Standard deviations, Chi-square and Correlation-coefficient were worked out. Analysis was made only for comparable data available for both the tests. Those students who did not score any category in psycho-social maturity were dropped out from the analysis. A Verbal Inventory and Mehta's Adult Pictures were administered only once in first test and data were analysed to establish reliability of other tests. The following results were observed in the present study:
1. In assessing psychosocial maturity generally an assumption is made that any TAT stories written by the respondents can be used. This study throws doubts on the validity of this assumption. The students depicted different modal stages with different sets of cards.

2. However, the analysis showed that average psychosocial maturity measures were more consistent than modal stage measures on different TAT cards.

3. Different tests were used to measure psychosocial maturity of students in this study. Correlation-coefficient were computed for the psychosocial maturity scores obtained on different measures to test inter-test reliability. The overall trend shows that the reliability of these measures is questionable.

4. The results indicated that n Achievement scores obtained on Mehta's cards for children, when correlated with other measures indicated positive relationship but not significant or high correlations. The results indicate that except for two cases the rest of the coefficient of correlation are positive. This raises some serious doubts about inter-test reliability of n Achievement using different pictures.

5. Coefficient of correlation between different measures of n Affiliation indicate that n Affiliation measures using these cards are slightly more reliable than n Achievement measures.
6. Coefficient of correlation between different measures of power were generally significant. Most of the coefficient of correlations were positive and in the expected directions and therefore the measures may be considered reliable.

7. There were no definite patterns of development in psychosocial maturity in students of classes VI to X, when tested with an year's gap (using average psychosocial maturity scores).

8. Changes in achievement scores with an year's gap show that achievement is fairly stable over VI to IX standards.

9. The results indicate that very marginal changes occur in the affiliation levels on the high school boys over a period of one year.

10. Analysis showed that power motive is quite stable and has very little to do with age changes.

11. The results indicate that achievement score is fairly low and stable in the students and shows a negative relationship with different measures of psychosocial maturity.

12. Correlation-coefficients were computed between psychosocial maturity scores and affiliation motive scores obtained on different measures. Over all trend indicates that psychosocial maturity and affiliation have a negative relationship using different measures.
13. The results show that there was a positive and significant correlation between psychosocial maturity and power.

14. Changes in modal stages of class VI students over one year period indicates that as they move to standard VII on both the tests (Mehta's and McClelland's TAT cards). Class VI is a transition class from primary school to high school/middle school level. It is quite possible that the dependence during this period is reflected in their stage I orientation. With adjustment to the school environment they move to other stages.

15. Changes in modal stages to class VII students over one year period indicates that students tend to score similarly in both (Mehta's and McClelland's TAT cards) measures and there are similar psychosocial maturity patterns in the modal stages of class VII students as they go to standard VIII.

16. Changes in modal stages of class VIII students over one year period indicates that changes have taken place from one stage to another stage irrespective of the stage in which they were. All in all the psycho-social maturity levels appear to regress as students move from standard VIII to IX.

17. Changes in modal stages of class IX students over one year period indicates that class IX students are likely to move from stage IV orientation to stage II as they reach the final year of their schooling.
18. Students in all the class groups depicted benevolent authority in most of the TAT stories. However, VIII and IX standard students depicted authority as opposed (stage III orientation).

19. There is no definite trend of changes in relation to depiction of object relation (standard VI to X) over one year's gap.

20. There are no consistent developmental patterns taking place from VI to X standards in relation to depiction of feelings, over a year's gap. A high proportion of them depict complexity and show feelings of loss and hostility on TAT measures.

21. There is no definite pattern of changes in action orientation.

22. Dominant content areas depicted by students from VI to X standard show no consistent pattern of changes over a year period.

   All this discussions indicate that there is no clear-cut and consistent patterns of change in psychosocial maturity as the students grow over a period of one year. It is quite possible that psychosocial maturity is conceptually an individual variable which corresponds very little to the physiological, social and mental development, that are taking place during the period 11 to 15 years.

23. The results also indicate that there were not many differences in first borns and later borns on average psychosocial maturity over a year's period. The students show the differential impacts of the ordinal position on average maturity patterns of students using different measures.
24. The overall pattern shows that the students appear to be more or less equal on the average maturity scores regardless of their family structure.

25. The average psychosocial maturity scores of students in VII, VIII, IX standards and Pre-University and First Year B.A. students after two year gap were computed. Comparing the levels of psychosocial maturity on first administration of the test, it appears that students in IX standard have highest level of psychosocial maturity followed by students in VII standard. Considering the second test no such marked pattern could be noticed over different class groups.

26. There is little change in achievement over a two year period in the school and college students of Ahmedabad.

27. Changes in affiliation levels over a two year period indicate that (a) In almost all the cases the affiliation motive level has increased, (b) the college students show decrease in affiliation level and, (c) there appears to be no definite trend in relation to the affiliation motive of class VII students.

28. Changes in power motive over a two year period are much more than achievement or affiliation motive as the students pass from school level to the college level.

29. Changes in modal stages of class VII students (11 year olds) over a two year period indicate that (a) A high percentage of students score stage IV followed by stage I as modal stages both in VII and IX standards, (b) percentages of students moving
into both these stages (i.e., stage I and IV) are also fairly high in both samples, (c) there appears to be very comparable patterns both in boys and girls although girls seem to show more tendency to remain in stage I than boys. Percentages of girls retaining stage I and moving into stage I are higher than those of the boys, and (d) stage II orientations appear to increase by the time the students move from class VII to IX. This is true in both samples.

30. Changes in modal stages of class VIII and IX students (13 year olds) over a two year period indicates that changes have taken place from one stage to other stage irrespective of the stage in which person is. This indicates that there is no clear-cut developmental pattern in modal stages of class VIII students. The class IX students are likely to move from stage IV orientation to stage II as they reach the final year of their school.

31. Changes in modal stages of Pre-University and First Year B.A. students (17 year olds) over a two year period indicate that students are likely to move from stage IV orientation to stage II as they reach the higher class.

32. The modal stages depicted by all the students of VII standard (11 year olds) on first and second test over a two year period shows that the value of chi-square was 10.46; which was significant at 0.02 level. It reveals that there is a significant change in modal stages over a two year period.
33. The modal stages depicted by students of VIII and IX standard (13 year olds) on first and second test over a two year period shows that the value of chi-square was 15.95; which is significant at 0.01 level. It reveals that there was a significant change in modal stages over a two year period.

34. The modal stages depicted by students of Pro-University and F.Y.B.A. (17 year olds) on first and second test over a two year period shows that the value of chi-square was 6.14; which is not significant. It reveals that there is no change in modal stages over a two year period.

35. The modal stages depicted by all the students over a two year period shows that the value of chi-square was 32.96; which is significant at 0.01 level. Results reveal that students change in modal stages over a two year period.

36. Dominant authority patterns depicted by students of different class groups show that there is a uniform stage orientation in first test and as they move to higher classes a high percentage of students depicting stage III orientation followed by stage II orientation in the students over a two year period. In all the classes no one has depicted an irrelevant authority in their stories.

37. Percentages of students from different classes depicting different dominant object relations over a two year period indicate that in all the classes there is similar trend. As they moved to higher classes they have shown higher per cent of stage II
orientations. College students depicted a high percentage of differentiation in first test but shifted to lack of gratification in second test.

38. Percentages of students from different classes depicting different dominant feeling patterns over a two year period shows that a consistency could be seen in stage I orientation. Whereas students in the first and second tests tend to depict loss, only F.Y.B.A. degree class students in the second test move on to depict complexity followed by incompetence.

39. The distribution of students depicting different dominant action orientation pattern shows that their work orientation patterns have become fairly stable as they pass through higher classes. It reveals that all the students from different classes have depicted more work orientation.

40. Dominant content areas depicted by students over a two year period revealed that college students have shown their consistency in depiction of actions over a two year gap. Whereas school students of VIII and IX standards have shifted to object relations in dominant content areas. It shows a change of pattern over a two year period.

41. The overall trends indicate that there was no difference in first born and later born students on average maturity. There was a change in scores on stages regardless of their birth order position. There was a little difference in scores on stages on first and second tests over a two year period.
The overall results revealed that there was no clear-cut trend in average psychosocial maturity patterns according to their family structure. There was no high difference in their average maturity scores between Joint and Nuclear family students. There was a little difference in their stage scores on Joint and Nuclear families. The changes in their stage scores are due to movements in their stages.

The main limitation of this study is perhaps that its sample was drawn from a relatively good educational institutions which perhaps differ a great deal in their atmosphere and culture from the Municipal and Government schools where a majority of our children study.

The above findings are disturbing because on different TAT cards, student reflect different modal stages which indicate that modal stages are not very reliable indicator of psychosocial maturity. All in all, these differences in maturity levels of different classes are not so marked as to be conclusive. As the samples are distributed in small groups and incidental (more systematic studies are suggested to find the developmental changes). It would perhaps be important and illuminating if some of the samples of this study could be studied after a few years when they would be settled and more stable and permanent life styles emerge.
The following issues are suggested for future research:

1. Longitudinal case studies of a small sample of adolescents on their developmental patterns of psychosocial maturity. The present study being a normative type tried to find generalizable trends and consistencies. Probably in developmental studies it is difficult to find consistencies across students. Intensive and extensive case studies using interview and observational techniques may further clarify the psychosocial development patterns.

2. While the present study started with a design of covering a number of students from different classes using different tests, there were practical difficulties in following the design. This was due to the time the students had to spend taking too many tests and availability of students over a two year period. This study may be extended to cover a larger sample drawn from urban as well as rural schools and English medium as well as regional language based schools.

3. There is also a need to standardize only one set of TAT pictures for measuring psycho-social maturity. While there was some consistency among the different cards, there were more differences. The assumption that any TAT measure could be used to measure psychosocial maturity needs to be further validated.

4. McClelland has demonstrated sufficiently in the past that verbal measures are very inadequate measures of motives. Although TAT measures are being extensively used in researches...
and have shown fairly high reliabilities, the new TAT measures developed in India do not correlate highly with McClelland's TAT cards for measuring n Ach. While McClelland's TAT cards are standardized, the other cards are not. It is necessary to put them to rigorous test before they are finally used. The inconsistencies observed in this study may be more attributable to the other cards than to real inconsistencies in subjects. Further investigations may throw more light on this.

5. As stated in the text, McClelland and Burnham demonstrated that effective institution builders and heads of departments have high psychosocial maturity (using TAT measures of psychosocial maturity employed in this study). It will be useful to test this finding in Indian context. If this is valid in Indian context, future researches may focus on the impact of early psychosocial maturity patterns on adult psychosocial maturity.