CHAPTER I

INTRODUCTION

The human organism is continuously developing from the time of conception to late maturity. The development process infolds itself through the year of growth and folds itself towards the late years. This process has a certain uniformity but it also shows diversity and variation from group to group, home to home, individual to individual and culture to culture. The whole phenomenon is dependent on a variety of factors the exact number of which is perhaps yet undetermined (Paramaswaran, 1972).

Developmental psychology perhaps forms the foundation for all branches of psychology. From the point of view of application of psychology knowledge of the development of different psychological processes and also of the developmental stages of people is important. This is vital for our programmes on the induction of social and behavioural changes. In introducing a particular social change, it is necessary to have information on the social, intellectual and emotional development of the people.

The developmental orientation implies the following assumptions:

1. Various aspects of behaviour develop continuously and the process of growth and development proceeds in a sequence of imperceptible changes unless observed over a considerably length of time.
2. Different aspects of behaviour develop at different rates and are influenced by a wide variety of factors - hereditary, constitutional, environmental and accidental.

3. Different aspects of behaviour show their inter-relationship in the process of development, e.g., language development and social development (Parameswaran, 1972).

4. It is possible to influence developmental patterns in socially desirable ways by designing appropriate learning experiences in early stages of life through using institutions like schools, etc.

5. And such a design to influence developmental patterns should be based on a thorough understanding of the existing patterns, their desirability and the sources influencing these patterns.

Children can become great assets to a nation when they grow as adults if they could be taught from their early days certain patterns of behaviour. Researches in the past have amply demonstrated the importance of early socialization on later behaviour. For example, Whiting and Child (1953) in their examination of the child-rearing practices in 75 societies found that the child-rearing practices influence the later adult behaviour and customary responses to illness. In societies where dependence need was not satisfied in early years, later adults tended to explain illness as soul loss or spirit possession. McClelland's (1961) work on achieving societies indicate that achievement oriented socialization leads to involvement in entrepreneurial activities if the culture reinforces the achievement oriented thinking and the same is internalised through thought processes so as to become a motive in the individual. The review of researches on
socialization presented by Zigler and Child (1969) indicates the impact of the early socialization and development of certain psychological orientations on later behaviour.

If this is so, an understanding of the developmental patterns in early ages would help us design strategies for influencing these patterns in socially productive ways.

Developmental Studies in India

From a review of studies done in the field, Parameswaran (1972) observed the following -

1. Very few studies were found to be developmentally oriented. Most of the studies were characterised as studies of high school boys or studies of college students. The orientation in these studies appears to be more of convenience and availability of subjects.

2. Most of the investigations cannot be classified as cross-sectional or longitudinal. A large majority of them have been concerned with some isolated groups like nursery children between the ages of 4 and 5. This again shows the lack of a developmental frame of reference.

3. Most of the studies could be called as fact finding because they have been concerned with studying the role of different environmental or familial variables on specific aspects of behaviour like adjustment, language development. Very few of the studies, perhaps none, have been based on specific theoretical models. Very few of them have attempted even to postulate specific hypothesis. Most of them are descriptive of vague discussion of data collected with loosely designed methods on badly selected samples. Of course, most of them indulge in deriving a posteriori explanations.
4. Very few of the studies have been comprehensive. The only exception perhaps is the NCERT project on the developmental norms for pre-school children. Other investigations have been concerned with very specific areas of behaviour.

5. From the point of view of methodology, most of the studies appear to be survey type. Experimental studies are conspicuous by their absence. A few studies have employed the observational and case history method.

6. Most of the studies have been based on highly localized incidental samples which perhaps do not warrant generalization even for the population of the small town from which the sample is selected. The samples have been mostly drawn from the lower middle, middle, and upper middle income groups of the urban.

Out of the 122 investigations about which information was available, 49 related to childhood. Out of the 16 studies listed under adulthood, mostly the subjects were under 25 years. This shows that there have been very few studies of behavioural development after the age of 25. A majority of studies on adolescence are on high school subjects. It is not definite how many of them were actually adolescents. Considering different areas, intelligence, emotionality and adjustment, and personality account for more than 60 per cent of the investigations. The areas of personality and adjustment have been used by investigators overlappingly. Emotionality and adjustment thus appear to be the area of maximum concentration.

The samples in most of the investigations were selected on an incidental basis. Scientific procedures of random or stratified sampling have been employed only in six investigations. Two studies
have not mentioned the sampling procedure employed. Four of the
studies, viz., Gupta (1945), Nagaratna (1939), Pathak (1966), and
Verma, et. al. (1969) have been on single subject.

Although investigation on adolescence and childhood have been
far more numerous than in the other areas, they have not helped very
much to understand the Indian child or the Indian adolescent. This
has been primarily because of the previously mentioned "specific"
orientation of the investigations. Most studies have tried to investi­
gate either physical development, cr physical changes at puberty,
attitudes, personality changes as measured through self-rating
questionnaires and inventories, or adjustment problems.

Psychosocial Maturity and the Need for a Developmen tal Study

Notable among the recent developmental theorists is Abigail
Stewart. After an examination of psychoanalytic theories of develop­
ment (Freud, 1905, 1908; Abraham, 1921, 1924, 1925; Jones, 1918;
Reich, 1928; Sullivan, 1953; Erikson, 1950, etc.). Stewart (1973)
postulated that the four stages initially proposed by Freud (1905),
(viz., oral, anal, phallic, genital) are sufficient to explain the
psychosocial maturity of any person at any stage of life. She
suggested that the individual passes through these stages - negotiates
the issues associated with them - not once, but several times in
course of the life cycle. The human being may negotiate the issue
of receiving and giving (trust and mistrust), and taking and giving
(auto nomy and shame and doubt), on one plane as an infant, but he is
required by events of life to re-negotiate those issues repeatedly at different levels throughout life.

From a large number of students, Stewart (1975) selected four groups of students on exhibiting behaviors characteristic of the four Freudian developmental stages (e.g., students reporting more rituals, regular habits of getting up and going to bed etc. were taken to represent anal stage orientations, students reporting a regular after dinner snack, smoking for more than 1/2 hour a day, etc. were taken to represent oral stage). An analysis of their TAT responses indicated certain patterns of writing stories which made theoretically meaningful sense in the context of developmental stages. For example, "oral stage subjects" tended to depict authority as benevolent more frequently, feelings of loss experienced by the characters and 'passivity' in their action-orientations. On the basis of her researches which are described in detail in the subsequent chapters, Stewart developed the concept of psychosocial maturity and viewed it under four stages parallel to the four stages of development.

McClelland and Burnham's (1975) researches on managers and institution builders indicated that those with higher level of psychosocial maturity (measured using Stewart's system of assessing TAT stories written by them) emerge as successful managers and institution builders. These managers were found to have a high need for influencing others (need power), a concern for larger goals or organizational goals, a self-disciplined way of expressing or using
power and low affiliation motive. Stage IV orientation in psycho-
social maturity (genital stage) was found to be a very desirable stage
for effective managers and institution builders. People having this
stage as a dominant stage in their orientations have been found to
exhibit characteristic ways of negotiating with the environment that
are similar to those in genital stage.

Daniel and others (1978) interviewed ten executives, ten biolo-
gists, ten factory workers and ten novelists. It was found that the
hidden pattern that underlies and shapes every man's life as it evolves
over the years and presents a developmental perspective on adulthood in
men. It shows that whatever a man's special life experiences were, it
nevertheless passes through the same sequence of developmental stages
and must deal with the developmental tasks appropriate to each stage.
Those studies and the earlier psychoanalytic theories demonstrate
beyond doubt the importance of early developmental patterns in shaping
the later adult behaviour and psychosocial maturity.

Garg and Parikh (1976) discussed that the Eriksonian scheme of
historical sequence of growth provides a very logical and cogent frame-
work to understand the fusion of psycho-biological and bio-social
processes and forces of the field of growth. It identifies the con-
tours of the land that a universal child travels through adulthood
and beyond. It defines the developmental task from within the psycho-
biological nature of man. Its resolution and achievement are made
dependent on the cultural input. It seems that the "generation gap"
is a product in which the socialization process becomes coloured
and vitiated by idio-syncratic parental preoccupations. Preoccupation
with their own past rather than being central around the future of
the society. Many youth recognised that over focusing on academics
up to the high school and a tug of war existence between academic
and pleasure goals during college have left them inadequate in many
sectors of maturity. Many youth recognised their focus on task-
orientedness, their pattern of scepticism and their growing self-
centreredness. The next significant construct of "Oedipus-complex",
basically anchored in the matrix of rebellion has been the main
stay of the Freudians. Inherently, the construct attributes to youth
the feelings of challenging the sacred and defying the legitimate
structural role system and its accompanying norms. Conformity to
society through internalisation of the given norms is the only
acceptable path to adulthood. The setting for their growth during
the first sixteen years of their existence was a home that was typical
of Indian homes in the cities. These could best be described as
"orthodox" in process, modern in appearance, traditional and religious
in values, but liberal in terms of freedom from rituals, strict and
controlling for achievement but relaxed and supportive in other
spheres of life. At operational level these homes seem to generate
the dynamics of double mind during the process of growth. The
psychologists, students of the growth, and development human beings
believe that childhood memories, poignant or otherwise, and their
accompanying feelings, are by far the most significant elements in an individual's process of development. He further suggested that adolescence and early youth are the periods during which the individual relives the childhood traumas in order to resolve them.

These studies and analyses demonstrate amply the need for understanding the psychosocial maturity patterns in early stages. Sarabhai (1976) made an attempt to survey the psychosocial maturity patterns of students in age groups 11, 13, 15, 17 and 19 years. Her survey using Stewart Maturity System revealed that 11 year olds tend to be in genital stage more frequently, 15 year olds who are at crossroads (point of leaving school) are likely to show lower stages, 17 years show again higher stages and at 15 years students again tend to show oral stage related behaviours. For her study, Sarabhai took different students in the different age groups. Therefore from her study it becomes difficult to trace the development of psychosocial maturity among the same students with passage of time.

The present study was undertaken to trace the developmental changes occurring in the psychosocial maturity and motivational patterns of students in the age groups 11, 13, 15 and 17 years. Motivational variables have been included in this study as the motive combinations play a significant role in shaping the future of the youth. Changes in these patterns are likely to provide insights for designing appropriate learning experiences in educational institutions.
Objectives

The detailed objectives of this study are presented below.

1. To study the psychosocial maturity and motivational patterns of students from different age groups.

2. To study the association between background variables like family structure and birth order position with psychosocial maturity.

3. To study the development patterns of psychosocial maturity and motivational profiles in students of different age groups over one-year and two-year periods.

4. To study the interrelations between psychosocial maturity, need for achievement, need for affiliation and need for power in school children and college students over one-year and two-year periods.

5. To study the reliability of psychosocial maturity using different TAT measures.

The last objective was added after certain incidental discoveries in the process of this investigation. This would be illustrated in subsequent chapters.

Detailed reviews of literature and methodology are presented in the following chapters.