The way an adolescent feel, think, adjust and act is thus determined by the influence of certain kinds of conditions within and outside him. The manifold problems of present day society, the varied influences to which adolescent is constantly exposed, recent changes in social, environmental and cultural demands and expectations of the group in which he grows to maturity result in changes in adolescent's behaviour pattern. Besides an adolescent's physical structure, physiological functioning, learned motives, practically all of his inherent and acquired physical and psychological factors interact and organize to form his characteristic adjustment. Hence functional relationship between the conditions of the organism and the conditions of environment give rise to the variation in adolescents total behaviour. It means the adolescent is a total functioning personality and behaviour is a function of the personality as a whole.

The three major dimensions of adolescent behaviour are:

1. achievement in work,
2. integration into the social aspect of the community,
3. the development of internal areas of experience – i.e., self evaluation, satisfaction with accomplishments, and identity.

Because these dimensions are psycho-physical, they are inside the organism and are an influence within the individual. The
psycho-physical systems or organisations of behavioural acts are constructs which presumably underlie the actions observed. Some of these constructs are instincts, drives, needs, traits, habits, attitudes, complexes or sentiments.

Allport's 146 definition says that personality involves adjustment and adjustment refers to behaviour. Hence adjustment difficulties speak of personality problems. Allport, Eysenk, Smith and McGill all speak of personality as "psychophysical systems" or as "hierarchical organization of traits" or as a "complex" of relationships (e.g. needs, abilities and potentialities).

In early adolescence there is a huge possibility that internal and external stresses will coincide. Some biological and many environmental causes combine to provoke a profoundly emotional and therefore, formative period and this makes the adolescent subject to change in the whole balance and patterning of character. Thus adolescence is crucial for the development of personality.

According to a group of representative scientists, (APA, SSRC, 1930)147 "personality is an integrated system of the individual's habitual attitudes and behaviour tendencies, thus representing his characteristic adjustment to his environment".

In personality there is the interplay of drives tensions, frustrations and substitute responses, with a final solution.

**PERSONALITY PATTERN**:

Personality is the expression of inter-relationships of traits. The pattern of personality consists of many "traits" or
habits of behaviour integrated and inter-related around a "core" into an organized unit. The total organization of these traits varies by degrees from one extreme to the other with each individual and personality, therefore, is not general but individual in its significance.

For Allport traits refer more especially to the unique combination of characteristics that sets one person off from another. Detection and measurement of traits, therefore, are one method of portraying individual differences. For Jersild personality refers to all of an individual's characteristics and behaviour. Each behaviour shows a pattern, an individual consistent way of interpreting the experiences which he meets. This would not have been possible without presupposing some permanency in the constellation of traits. Dr. Blos pointed out, the consistent trends underlying the adolescent's apparent inconsistencies in behaviour is most clearly revealed by observing him in many different situations and by comparing the clues that come from different sources.

The 'core' of personality is made up of habits and attitudes that are fixed early in life. Once the core is established, it has permanency. Since "core" is built up through learning it is susceptible to change also. However as the child grows older these habits and attitudes which begin to develop from the moment of birth takes definite form at adolescence. By adolescence the "core" becomes larger and more fixed but still offers the opportunity to be revised and changed. This attempted modification must
be done with care lest the total personality balance is disturbed.
The "Core" consists of the individual's concept of himself and of
the role he plays in life. It contains a physical self-image and a
psychological self-image. The child, with constant relationships
with other people, learns to build up a concept of self which will
be either favourable or unfavourable.

There are many controversies especially regarding,

1. the process through which personality is formed and
2. the ways in which it functions.

There is the radical as well as the conservative side in
the adolescent. On the radical side the impetus to venture into the
new and untried is strong. He lives in anticipation. He is conser-
vative in the sense that he also dwells in the past, what he sees
in the future depend on what he has been in the past.

The adolescents want to impress both their elders and
their peer associates with their own growing self appreciation. Yet
they can be extremely sympathetic and helpful if their interest be-
comes involved with the misfortunes of others. They have a great
capacity for spontaneity and for flexibility. Yet there is counter
tendency within him to calculate carefully and to conform. There
are adolescents who defy their parents and their teachers on one or
the other points; but become very much uneasy if they did not con-
form to the group mores.
SELF-CONCEPT AND THE FORMATION OF PERSONALITY

Self-concept means individual's way of looking at himself in an evaluative sense, i.e., his ability to respond to himself as an object.

The behaviour of parents towards the child provides him information about his adequacy, goodness and worth. By observing the behaviour of adults and other people towards him the child's concept of himself begins to take on evaluative characteristics. Real or imagined evaluative attitudes of the parents appear to be especially important in determining the self-concept. Parental attitudes that had fostered in him an exaggerated idea of his abilities helped to produce a self-concept that made him unqualified to meet the adult demands placed on him in adolescence.

The child also learns to estimate the worth of himself, his adequacy and goodness, both physically and psychologically in terms of the attitude of others toward him, the interaction with society and the acceptance or rejection he receives from different social groups where he finds himself members.

Furthermore, the person's view of himself as well as his view of others is intimately bound up with what he has learned from his parents, playmates, fellowworkers and so on, through his membership in groups of varying sizes and functions. Favourable or unfavourable early experiences also have a basic and continuing effect on the personality pattern.
The combined influences of heredity, as revealed through the maturation of certain physical and psychological traits and of environment result in the development of individual personality pattern.

Children whose social relationships have been satisfying, whose early environmental conditions were favourable have greater self-confidence and are more sociable. They have a level of personal security that makes it possible for them to take a strong interest in others. On the other hand, children with unfavourable social experiences in childhood lack empathy. He cannot deal with interpersonal relationships very successfully; 1. Minority group, 2. Only child, 3. Unfortunate self-concept, 4. Economic instability of his family; all such factors and the like lead to unstable self-concept and thereby to defensive reaction.

During adolescence there is a great likelihood that a favourable concept of self may change as his role in life change. 1. New social standards are used to judge his status in the group, 2. New social pressures are present, 3. In addition the new independence the adolescent demands puts him in a position where he must face many situations alone. If he meets them with failure his concept of self will be damaged.

LEVELS OF ASPIRATION:

The level of aspiration plays an important role in the development of the individual's concept of self and thus effect behaviour of the individual and the type of adjustment he makes.
Most young adolescents set goals beyond their reach. This is partly due to lack of experience which makes it impossible for them to assess their abilities realistically, and partly to parental pressure—ambitions and expectations— that fail to take into account of the adolescent child's abilities. The high level of aspiration usually leads to anxiety and feelings of frustration when the goal is not reached.

In contrast, when the individual is successful in reaching the goal he sets for himself, he has a feeling of self-confidence and self-satisfaction. If he was unsuccessful, he may adjust to failure by reevaluating his competence or skill and thus adjusting his level of aspiration by lowering or raising it; or he may substitute a different kind of activity, or he may take a defensive attitude. The person will be anxious and emotionally disturbed even after lowering or raising the level of aspiration if again he fails. Again those who have realistic type of aspiration will react differently to failure without feeling of anxiety, frustration and compensation.

The well adjusted individual can assess the level of his abilities, his place in society, and the estimates others have of him. In contrast, poorly adjusted individual develop negative feelings toward self and toward others and has less social acceptance. The effects of lack of social acceptance on the adolescent's personality are more far reaching and more lasting than is generally realized.
Gradually the individual attains a stable concept of self which will enable him to be certain about his ability, his status in the group, and how he compares with others. Those with stable self concepts have higher levels of self-esteem and they make better adjustments than do those who have unstable concepts of self who make poor adjustment to any situation.

The processes through which personality is formed and the ways in which it functions is so complex that it is difficult to trace its sequential development. Differences in behaviour are seen early and seem to maintain some consistency during the developmental years. The psychology of personality is bound to account for this individuality. The interplay of genetic and environmental factors is extremely complex. Individual differences appear as the combined influence of native endowment and his environment in the individual's personality pattern. The formation of personality is a vastly more complicated process; and Learning Theories, through punishment and reward, perhaps can better explain or predict the modification of personality.

Skinner \textsuperscript{151} illustrated that "abnormal" personality habits are learned in the same way as normal ones. For the experimentalists; personality and character traits are the residuals of the individual's past experiences and of his past tension-reducing solution of problems.
Allport admits we need a psychology of learning that will explain how transformation come about from the presocial or vegetative drives to social, aesthetic and spiritual desires.

Ross Stagner (1948) puts, "the problems of the individual personality and the problems of the social order cannot realistically be separated". Personality is a process. The individual is constantly changing to maintain adjustment to his environment. The person impelled by inner drives and expectations modifies his environment and is in turn modified.

Some changes are anticipated in the personality at the attainment of adolescence and puberty. The new environmental factors that enter into the adolescent's life and experiences may also affect his personality. Environmental conditions and situations are always changing. Home, school, community conditions vary as well as the child's reactions to them. The changes that take place in adolescent personality do not necessarily mean a complete change to an entirely different trait. The change may be qualitative, but more likely they will be quantitative. The change may be quantitative in that there is a weakening or a strengthening of an already present trait, or, it may be qualitative in that an undesirable trait is eliminated and replaced by a socially more desirable trait. Moreover, there is persistency in traits which means that there is a tendency for certain traits to remain in an unchanged or relatively unchanged form even when changed environmental conditions, changes in body functioning, and social pressures have been operative (Allport, 1937).
Those traits that are least likely to change are closely hereditary or innate traits. Other common and unique traits are primarily the product of learning. Common traits are the outcome of cultural uniformities of family life, school, social contacts, economic and political institutions. Whereas unique traits are the result of unusual combinations of physiology, personal biography and the social setting. There are again certain constellations or clusters of traits that appear often.

INFLUENCE OF SOCIO-CULTURAL PRESSURE:

Changes in personality at adolescence come from physical changes as well as from social pressures. Within the social-cultural matrix personality develops and functions. In fact the adolescent has undergone a long period of compulsory socialization in two of the central institutions of the society - the family and the school.

The culture is a main determinant of personality in that culture plays an important role in the formation of one's ideas, attitudes, values and habits, because culture represents expectations, definition of situations and responses. The way social-cultural forces affect the individual is largely non-deliberative or unconscious. Any given response or behaviour is the function of the interplay of the person and his environment, the individual's relation to other people. The social interactional and cultural factors furnish a possible framework for the emergence of generalized patterns of thought and behaviour. The different membership roles and statuses and their accompanying ideas, attitudes and
habits which the individual acquires are largely determined by the culture of a given time and place. There are the keys to the development of the social self which, in turn, is the core of the personality.

Although there are constitutional and social cultural determinants, there is also the impress of given situations themselves on personal qualities and actions. The children learn these personal-social responses (the term personal-social is used by Kimball Young as distinguished from cultural) and personal-social training which is particularly important in the formative years of life, where the culture has not provided a specific definition of what to do, and, therefore, must be considered an important determinant of the individual's life organization.

The adolescent has learnt what is socially approved and what is disapproved. At adolescence the personality changes are usually in the direction of socially approved personality patterns for their own sex groups. For the boys, the improvements were greater than for girls and this was explained as due to the greater social pressures placed on the boys to make improvements (Smith 1952).

Girls suffer more serious maladjustments primarily because of the greater social restraints placed on girls than on boys.

**IDEAL**

Again, adolescents uses his "ideal" for the patterning of his own personality and through imitating the person adoles-
cent learns his sex and other roles that he will play as an adult. But the ideal must be realistic. To an adolescent this is very important because he discovers that by doing this he can "belong" as an adult. The adolescents are anxious to modify or even eliminate traits of personality that are socially disapproved while, at the same time, developing new or strengthening already existing traits that is approved by the group.

FORMS OF CONTROL AND DEVIATION:

Individuals in all societies are under pressure to oblige to conform to the expected norms of their society or group. Norms always imply expectation and acceptance or consensus of the basic values of a given group.

Under some circumstances most individuals deviate from the norms of their society. Personality disturbances and peculiarities of behaviour, says, Peter Blos 156 are to be expected at adolescence and are, therefore, the rule rather than the exception during adolescence. They too are aware of their absurdity in adult eyes. Some of these divergences are of minor significance to the group or society, other forms of divergent thought and conduct are so intense or violent as to be considered detrimental to others that it is dealt with as abnormal and are defined as neurotic or psychotic. The neurotic constitute milder forms of personality mal-adaptation, the psychotic is severe mental disorder and put into the general category of mental disease.
BEHAVIOUR CHARACTERISTICS

The manifold problems of present day society, the varied influences to which adolescent is constantly exposed, recent changes in social demands and expectations of the group in which he grows to maturity result in changes in adolescent's behaviour pattern. His world is perplexed, anxious and undecided. Hence functional relationship between the conditions of the organism and the conditions of environment give rise to particular varieties of individual behaviour.

Frank (1949) has noted that almost all adolescents are rebellions against family requirements and prohibitions; They are anxious and insecure, confused and unsure of themselves; they are seeking reassurance from their own age group and they are inclined to be snobs, excluding those who are not members of their clique. All adolescents are eager to be approved and accepted by those a little older than they, they are confused and worried about their masculine or feminine roles about what to do and say and what not to do and say to be "masculine" or "feminine", they are fearful of sex, and they have a feeling of strong loyalty and devotion to their group.

Adolescents tend to be rigidly segregated into peer groups as they are kept economically dependent on their parents for a relatively long time. This stage is further encouraged by the schools which emphasize more on conformity than on individuality. Moreover, mass media encourages a sense of helplessness. They are
more vulnerable to global crises for their idealism and their closeness to adult status and responsibilities.

**MOTIVATIONS IN ADOLESCENCE:**

Almost all human behaviour springs from some form of motive. The motivation in adolescence comes from their recognition of their new status and the social expectations that his new status brings. They are motivated to shed undesirable traits and develop desirable traits. The inconsistency and intensification of certain behaviour indicates the adolescent's attempt to harness new impulses and powers and to orient them towards new goals. Blos (1941) holds adolescent behaviour must be considered in relation to its purpose or goal, to its potential contribution towards the attainment of maturity. Each behaviour item becomes meaningful in relation to the goals peculiar to adolescence. These goals are three fold:

1. Emancipation from the family,
2. Heterosexual adjustment,
3. Vocational, ideational and economic self determination.

The inner makeup and social world in which the adolescent functions give direction to his behaviour when seen from the point of view of motive.

Adolescent's easily aroused emotional expressions, their inconsistent and instable behaviour indicate that the individual is unsure of himself in trying to establish himself in the new found status in his social group. Behaviour patterns that served him
well in a narrower environment now are inadequate. A change in status as happens at adolescence forces him into a new role which can lead to uncertainties of adjustment and anxieties of all kinds.

Adolescents being deprived of adult guidance and help, feel insecure and inadequate about handling his problems than he actually is. They become unstable and emotionally tense. Like the spirit of tolerance, understanding and co-operation are largely missing in them. He is not yet able to recognize the possible harm of impulsive and disturbing behaviour.

W. D. Wall's groups of adolescent children revealed they rebelled towards injustice, sarcasm and lack of understanding.

Luella Cole's research into the causes of fear in adolescence reports they fear social situations and in particular personal slights, actual disease and accidental violence.

Factors in or the nature of the immediate environment influence the strength of his motivation. Adolescent often gets into a situation in which he feels himself embarrassed, ridiculous, offended or annoyed and for which they develop tensions.

The distresses of adolescents develop under the impact of environmental and physiological change. Extreme moodiness in an adolescent is a sure sign of conflict within as a result of events and stressful social conditions of living.

In evaluating behaviour, Blos 1961 has expressed, it seems necessary to grant adolescence its own status with its own integrity and function; as status based on the inherent purposes
of the developmental period. His studies of the case histories have shown that the desire for childish projections, the need for escaping into fantasy, the inability to accept reality in interpersonal relationships though such behaviour may appear to deviate during adolescence, are frequent, usual or even healthy at this time.

**EXPERIMENTAL BEHAVIOUR**

Adolescence is not only a time of great possibility but it is also a time of trial. Most of adolescent behaviour can be considered as experimental or protective. He is experimenting with new forms of behaviour perhaps because to regain the confidence in himself he formerly had and achieve security in his new experience. These exploratory, reactive behaviours and attitudes - socially, intellectually, personally and physically - become, under their extended use, firmly established and become stabilized components of personality. Such a premature stabilization hampers the personality in any mature dealing with life problems.

**HETEROSEXUAL BEHAVIOUR**

More bizarre forms of behaviour may arise from the adolescent's attempts at heterosexual adjustment. It may be accompanied by intense disturbances because of strong disapproval of sexual experimentation in our culture. Advances in heterosexual adjustment cause profound personality changes. These personality changes may be accompanied by poor scholastic performance; flight into introspective activities such as writing, reading, or painting. Changes may mark a period of inner reorganization.
In the attempt to control his environment, the individual may appear at times disobedient, defiant and self-assertive. In terms of growth such behaviour is not undesirable. On the contrary its complete absence sometimes deserves attention.

Blos' case material has borne out the point that adolescent conflict, even those of great intensity, frequently disappear entirely in early adulthood without leaving any traces of deviating behaviour, that too without any outside interference.

These erratic, emotional, unstable and unpredictable behaviours have positive or negative effect upon personality development. The adolescent faces constantly adjusting demands to manifold life experiences, with necessary limited capacity. If many pressure situations coincide in time - such as family break up, and rapid pubescent development or inappropriate sex development and heightened academic urgency - this is likely to result in extreme reactions which hamper his development towards more mature goal, infacilitating optimal growth.

Jersiel's view is that adolescents today are more open in showing their attitudes. There is in the total generation of youth today less repressed anxiety and hostility in this transitional period than prevailed a few generations ago.

The adolescent is sensitive to what others think and feel about him, especially in connection with new interests and characteristics and abilities that emerge during adolescence.
The adolescent is equally in a state of emotional sensitivity and equally confronted with a rapid succession of new demands. His needs are more complex and variable and there are no obvious and general patterns of response sanctioned by experience and custom which frequently leads to stress and strain.

The adolescent's social skills are undeveloped and awkward. For that very reason they need precisely the kind of experiences they crave in order that they may acquire poise and adjust themselves to the demands of the society.

They dislike routine work and consider steady employment as imposition. Habits of superficiality and mental laziness are usually seen.

Many personality flaws seen in adolescence have their roots in early childhood and have significant effects on the development of the child. The external shaping starts with parent-child relationships. The children's identification with parents plays an important role in determining behaviour and attitudes in adolescence.

The adolescents are still mentally immature to react upon and modify the social milieu which shapes personalities. They are yet to learn the reciprocal relationships.

Self Acceptance and Self Rejection:

An adolescent may accept or reject himself. Those adolescents who "accept himself" are reasonably realistic about
himself and has the ability to change. They possess an inner freedom. In contrast, the self rejecting adolescents tend to blame himself. He is not comfortable with himself.

In the process of adjustment two significant observations are expected. These are either good adjustment or maladjustment.

PERSONALITY MALADJUSTMENT:

Maladjustments come from different sources. The most common possible causes of maladjustments are (according to Hurlock, E. B.)164.

1. Adolescence itself - culture has made the period difficult and many children are not adequately prepared.
2. The environment - in which the adolescent lives especially that of the home.
3. Thwarting of impulses and desires - leads to feelings of inferiority, inadequacy and guilt.
4. Undue emotional stimulation - such as terrible emotional shock or continued over-excitement over a long period of time.
5. The personality pattern of the individual - some individuals are adaptable, some are unadaptable.

Hurlock points out that there are two major types of personality maladjustments.
1. The behaviour that is personally satisfying but socially unacceptable.
2. The behaviour that is socially acceptable but a source of strain to the individual.

**ADOLESCENT FIXATION**

Serious consequences result if the emotional growth of the individual remain fixated at the adolescent level and the ultimate acceptance of adolescent forms of behaviour as adequate means of satisfaction and achievement. These inappropriate characteristics fixated at the adolescent level would hamper or make life difficult for his associates. Sense of fun, forethought, self reliance, good reasoning, controlled behaviour, realistic attitudes, objectivity and other qualities that mark the adolescent truly mature will be largely missing in them.

The adolescent fixation applies not only to social behaviour, but to the concept of the self as well, it will influence life of the adult person or at least severely complicate his attainment of emotional maturity. Maladjustments in adolescence are far more common than is usually realized. The mild personality difficulties beset many normal people. The social problems of mental illness are – psychoses, neuroses, alcoholism and drug addiction. By adolescence, some undesirable behaviour are well developed that they cannot be overlooked and go unheeded. Countless problems of misbehaviour, the cases of which lie partly in the child's bodily defects and ailments, but mainly in home conditions, environment
and experiences unfavourable to the child's social adjustment. They fail in finding harmony between their needs and interests, and the demands and opportunities of the environment. If it hampers the individual in his adjustment personality disorder occurs.

The adolescents may pass through adjustment period without undue stress or he may fall the victim of mental disease. Those who break under the strain of adjustment as in the case of institutionalized adolescents, have been found to have shown symptoms of emotional disturbances in early childhood (Warren, 1949).

Adolescents desire improvement in behaviour. Some adolescents are so poorly adjusted that they cannot make the change they desire.

**GOOD ADJUSTMENT:**

The effectiveness of adjustment depends upon the degree to which adolescents' traits or group of traits are balanced or integrated. The adolescent must have a realistic concept of self.

**DEFENSIVE MECHANISMS:**

In facing reality common defensive mechanisms of adolescents are - 1. rationalization, 2. projection, 3. negativism, and some typical escape mechanisms such as - day dreaming, identification, suppression and malingering.

These responses serve to protect the adolescent from anxiety associated with feeling of worthlessness, rejection and inferiority.
An adolescent has to learn to accept the truth about himself and to face reality instead of running away from it and making believe it is not there.

The poorly adjusted adolescents do not have clearly defined goals or goals within their capacity. These adolescents often experience unhappiness in a more pronounced form. They are ill-prepared for life.

Being well adjusted means moving towards a wholesome personality structure, fully participating in and contributing to the development of life of his human group. There lies the satisfaction in life and personal happiness. He makes others happy.
FIG 1.2 AN INTEGRATED SYSTEMS APPROACH TO THE STUDY OF ADOLESCENT BEHAVIOUR