A normal child grows and develops physically, intellectually, emotionally and socially. Disturbance or delay in any one of these aspects can seriously affect the others. The degree of maturity achieved in these aspects of development would determine the degree of efficiency in achievement of the goal. Hence concentration on these areas of development, the interrelationship existing between all forces and conditions then acting upon the individual give a perspective of the child's growing personality which enable us to know the factors of importance that promote or hamper the child's adjustment as they gradually emerge into maturity. Maturity is an indication of good adjustment. The process of maturity involves adjustment to anxiety and conflict brought forth by coming in contact with widening and unusual experiences, events and persons. These conflicts are most frequent at early adolescence.

In this process difficulty is likely to arise when there are wide discrepancies between these fields of growth and development. Such disparities are more frequent and more likely to cause trouble at adolescence because individual differences are reaching their maximum and because the increasing awareness of change focuses attention on the self. Where an anomaly of capacity arises, frustration is likely to develop, interfering in the individual's adjustment.
The study of these individual differences in any particular area of growth of the total organism must always be seen in the inter-relationship with other areas of growth and development.

This chapter will describe:

1. ADOLESCENCE - AGE OF TRANSITION,
2. PHYSICAL DEVELOPMENT,
3. INTELLECTUAL DEVELOPMENT,
4. EMOTIONAL DEVELOPMENT,
5. SOCIAL DEVELOPMENT,
6. ADJUSTMENT PROCESS.

1. ADOLESCENCE - AGE OF TRANSITION:

Hill (1982)\(^2\) pointed out that Jean Piaget's study and cognitive development in adolescence probably helped other workers to do research on other adolescent's issues, in addition he says that piaget's study modified the general perspective on the adolescent period. It was found that 'adolescence' need no longer be confounded with cataclysmic notions of individual and familial disorder. Hill's study focused upon early adolescence rather than adolescence in general reflects, more than anything else, a match between the main events of that period and the interdisciplinary commitment of the society.

Hill says that early adolescence brings the dramatic changes in the human organisms, and also consolidated all kinds of information-processing skills (the onset of concrete and formal stage of Piaget).
The period is exposed to impersonal environment. To understand this period individual and their social adaptation to these intra-individual, somatic and cognitive changes to this new social setting, a combined simultaneous study of all the disciplines is required. There are other secondary adaptations, - disengagement, autonomy, sexuality, intimacy, achievement and identity are seen.

According to him these are mostly due to consequences of the following:

i. The hormonal control of puberty;

ii. The body as social stimulus;

iii. Behavioural gender differentiation;

iv. Institutional (peer group, family and school).

v. Adaptation to intraindividual, biological or cognitive change,

vi. Effects of schooling and various school structures upon social development,

vii. The developmental psychopathology of early adolescence as it may differ from other eras,

viii. The initiation of sexual activity ...

Although a great deal of studies have been done, it needs further detailed conclusive studies.

Adolescence is an important period in many theories of development, including those of Sigmund Freud, Anna Freud, Erik Erikson, Harry Stack Sullivan and Jean Piaget. Nora
Newcombe (1986) reviews, that though taken as bases there are other problems in these theories:

1. Focusing solely on the parts of the theories that dealt with adolescence was difficult.

2. Most of these theories were not closely connected to empirical studies. Instead, empirical work on adolescence tended to be atheoretical, a collection of facts about adolescent behaviour, especially the more sensational aspects of adolescent life such as sex and drugs.

3. These psychological theories and studies of adolescence needed to be articulated with sociological, anthropological and historical data for the study of adolescence to be more than an account of teenage life.

Adolescence of primitive peoples and among civilized peoples in early time was not so recognized and was of a short period. It was "invented" said the British sociologist Musgrove (1965) by introduction of social legislation and social conventions at the time of technological industrial innovations about two centuries ago. This includes child labour laws and compulsory education laws which caused an interim status to arise. Musgrove critically argued that these legislations were enforced to keep the youngsters away and protect the adults.

AGE RANGE:

David Bakan (1971) asserted that prolonged adolescence in the 19th century is due to responses to the needs to
integrate the children into economic, social and political needs of a technologically more advanced society. Primitive societies and simpler cultures had little transition time between childhood and adulthood but at present the children are given a longer period from 12 to 20 to shift from childhood dependency to adult responsibility.

This was supported by Rogers (1977). According to many authors like Konopka (1973) and others, this period was further subdivided into early adolescence, i.e. between 12 to 15 years, middle adolescence between 16 to 18 years and late adolescence 19 to 22 years; whereas others keep the classification into two i.e. early adolescence between 12 to 15 or 16 and late adolescence or youth to be from age 16 on.

Whatever the cultural differences in defining when an individual reaches adolescence and then adult responsibility the definition put forth by Hurlock (1955) appears convenient. Typically, she says adolescence extends from the age of 12 to 21 years for girls, and 13-21 years for boys though there is wide variation. Inspite of individual differences in the age of sexual maturity, the adolescent span can be divided into the following periods:

<table>
<thead>
<tr>
<th>Period</th>
<th>...</th>
<th>10 - 12 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preadolescence</td>
<td>...</td>
<td>13 - 16 years</td>
</tr>
<tr>
<td>Early adolescence</td>
<td>...</td>
<td>17 - 21 years</td>
</tr>
</tbody>
</table>
SEX DIFFERENCES:

As boys mature slightly later than girls, their pre-adolescence extends from 11 to 12½ or 13, early adolescence from 13 to 17 and late adolescence from 18 to 21 years. In the case of girls, preadolescence is between 10 and 11, early adolescence from 12 to 16 and late adolescence from 17 to 20 or 21 years. Within the sex groups also there are marked individual differences. The individual differences are important because of the close relationship between the individual's behaviour and the level of his sexual development.

MEANING OF PUBERTY:

Very often puberty is confused with adolescence as being synonymous, while puberty covers the late half of childhood and early part of adolescence the period of adolescence itself covers not only the later half of puberty but also goes on further for another 5 years or so as shown in fig. 2, below:

![Diagram of puberty and adolescence timeline](attachment:image.png)
Social scientist Eisenstadt (1962) provides insight into the universal feature of age grading from which social identities are derived. He observed that to adjust to the society at different stage of life the age and age difference is one of the important determinants besides other factors. As the age advances, in each strata he attains and uses different biological and intellectual capacities. He performs different roles and duties in relation to the other members of his society.

The cultural definition of age and age differences lead to the social division of labour in a society. For instance, adolescents are not meant to earn independently, to lead a married life with full citizenship. This division of age leads to a person's self-identity, his self perception and aspiration, his place in the society and the ultimate meaning of life.

The qualities of each age are evaluated from some basic qualities like vigour, physical and sexual prowess, the ability to cope with material, social and supernatural environment, wisdom, experience and divine inspiration. These qualities are manifested from one age to another, each age emphasizing some qualities. Depending on this people map out the broad contours of life, their own expectations and possibilities. Thus they place themselves and their fellowmen within these contours.

There is a close connection between different ages which stresses the problem of transition from one point in a person's
life to another as a basic constituent of any cultural definition of "age". Thus each definition of age cope with the perception of time and changes in time, of one's own progress in time, one's transition from one period of life to another.

In adolescence the problem of age definition and the linkage of personal time and transition with cosmic and societal time become accentuated (Campbell, 1958).

A PERIOD OF TRANSITION:

Adolescence is a period of adjustment that bridges the gap between the relatively stable conditions of childhood and the very different but also relative stable conditions of adulthood. It is one part of the whole growth process influenced by what preceded it and leaving its marks on what is to come (Hurlock, 1955).

In this transit both mind and body go through a period of upsetting change inorder to arrive at the new equilibrium. The individual passes from childish habits of behaviour and attitudes to mature ones. Maturity means the attainment of a realistic view of life, concern for others, self-control, responsibility, self-reliance and deprivation of childhood protection. Kuhlen (1952) pointed out that the adolescent is on the threshold of maturity, where he must make decisions and adjustments that will have far-reaching implications for his future.

The growing process involves physical and mental growth. In early part of adolescence, the final stage in the development...
of reasoning skills is reached. Mental maturity usually is accom-panied by emotional and social maturity.

Mental growth means maximum attainment of intelligence, whereas physical growth means the attainment of mature status, the acquisition of physical features characteristic of a mature individual, and the development of the sex organs to make reproductions possible.

The ways in which this transition is affected varies from one culture to another and no one of these particular cultural bridges should be regarded as the "natural" path to maturity (Wall. W. D.)

Dr. Ernest Jones (1922-23) made a distinctive contribution to the psychology of development. His doctrine holds that adolescence and adulthood are, respectively, recapitulations of infancy and late childhood, the individual living over again, on a different plane the phases he has passed through in earlier years.

From a theoretical standpoint adolescence is regarded as a recapitulation of infancy. The adolescent loses his stability of late childhood. His old habits and attitudes become inadequate. His physical and mental adjustment is ineffective and has to begin again the work of adapting himself to his environment. Once again the adolescent finds the world a difficult place. Hence one of the main problems confronting the adolescent is reconstructing or readjusting of himself to the outer world. Since this is a difficult task, the individual naturally tends to be an introvert and
gets a distorted view of the external world. The attainment of a new level of emotional re-orientation entails considerable effort. They may tend to cling to old levels or may be "fixated" at any one stage of development. This 'fixation' will cause the individual to be immatured for the rest of his life or push him back to regression to the world of fantasy.

For the interpretation of the failures and difficulties in development, the great Austrian Jewish psychiatrist professor Sigmund Freud in 1896 offered a psychological theory called psychoanalysis. It is a method of mind analysis known as "free-association" for treating the unadjusted children.

PATTERN OF DEVELOPMENT:

The development that takes place in adolescence follows an orderly pattern. Certain characteristic forms of behaviour are similar for all adolescents, with slight individual differences.

THE PERIOD OF PUBERTY:

Early adolescence is the post-puberal period. Puberty which is the beginning of sexual maturity is the most significant biological event in adolescence. Infact it is its central event. Full maturation of sexuality is the basic criterion of puberty, upon which many attitudes of the adolescents and of society in general tend to rest. Fundamentally the problem for all adolescents as they pass from childhood to adulthood is that of making an accommodation between a biological drive which has perhaps intensified markedly at that stage and the demands of the particular social setting in which they find themselves.
The time needed for the individual to change from an asexual to a sexual state is on the average from 6 months to 2 years. The period of puberty lasts for 2 to 4 years and the period of post pubescence, during which the development of the sex organs is completed lasts for 6 months to 2 years. Boys require longer to mature than girls. There are also marked individual differences within each group. Girls experience the first menstrual flow. Boys' voice alters. Hairs appear on the pubes.

It is generally accepted that the average age for pubescence is 13.5 years for girls and 14.5 years for boys. Difference between the ages of 12 and 14 years, when there are many more mature girls than there are mature boys. There are many factors like heredity, intelligence, better health, climate and the like that influence the age at which maturity begins.

Dr. Jones put forward that the adolescent is recapitulating, on different planes, his infantile sexualit. He describes three phases of sexual development,

1. the autocrotism or self love
2. the homosexual phase, i.e. passionate friendship among the same sex, and lastly
3. the heterosexual phase, attachment to the members of the opposite sex which begins at adolescence. Adolescents often falling in love with a woman older than himself shows his unconscious infantile mother sentiment.
With sexual maturing various associated bodily changes occur. These are accompanied by psychological changes as the individual tries to establish his place in society and to come to terms with new sexual urges. In this period individual's self responsibility is established. Physical maturity, a search for freedom, increasing self-confidence and self-consciousness are the characteristics of this period. The successful achievement of this cycle of development, therefore, depends upon an integration of emotional and physical aspects of the sex life. Under modern conditions many fail to achieve the potentialities of this development with an unestimable loss of happiness to themselves and of value to society even sometimes leading to mental disaster.

An adolescent learns gradually not to act on natural impulses which is governed by instincts and seek immediate satisfaction; but to interpose a delay between stimulus and response. He learns to relate each impulse to other impulses and to the personality as a whole.

This is brought about over a time in interaction with unique hereditary endowment and the social environment through learning and experience. Most reach near maturity over the time and many lose their ways.
2. **PHYSICAL DEVELOPMENT**: Recognizing both biological and social-cultural factors in the study and interpretation of adolescence, Kimball Young thinks, the constitutionally derived structural and physiological changes during adolescence of a person influence the person's behaviour in the following ways:

1. Modifications in the physiological balance derived from variability in growth of some organs in comparison to others and from the onset of puberty itself act to induce a readiness to fluctuations in mood and social emotional responsiveness.

2. Alterations in the intra-organic patterns especially as affected by sexual maturations affect social sexual motives particularly.

3. Growth in abilities motor and mental, provide a foundation for modifications in interest and activities.

4. Changes in body build and in physiological processes in turn force the individual into new social contacts.

**SEXUAL DEVELOPMENT**: Endocrinologists studying the causes of puberty changes had discovered that there existed close relationship between the pituitary gland and the gonads (sex glands). The pituitary gland controls the activities of the gonads (testes and ovaries). The secretion of hormones from the gonads brings about physical and mental changes that are characteristics of puberty.
The whole puberty changes are further controlled by the hypothalamus, a part of the brain. The trigger is partly physical, but emotional and intellectual factors are also influential and a child struggling with emotional problems may unconsciously suppress the onset of sexuality. Thus the physical and puberty changes are under control of the hypothalamus in turn it controls the pituitary which further control the sex glands. These hormones control the physical and psychological adjustments necessary in the carrying out of the reproductive function. The physical adjustment includes the development of the secondary sex characteristics.

The appearance of body hair, the sudden growth of the genitals and in girls the development of the breasts and the onset of menstruation are just a few of the biological changes. Comcomitant to the pubescent growth, it is natural that emotional development process occurs for which there can be unexpected emotional reactions ranging from depression to sudden elation.

These changes of bodily proportion or function are apparent to the adolescent alone. There are variations in interests and changes in attitudes which may puzzle or alarm the adolescents or their friends (C. M. Fleming)\(^{107}\).

Sigmund Freud (1856-1939) believes sexuality exists since birth in immatured form. It becomes more intense at puberty. This sexuality has a continuing effect on the child's development.

There is conflict and unhappiness if one's sexuality does not conform to his concept of an ideal man or an ideal woman.
This conflict is quite obvious among adolescent. Reactions to sex role conflict take a variety of forms as over reactions or withdrawal to avoid confronting situations.

During adolescence there is increase in height and weight. Weight increase is associated with sexual maturing, especially in early adolescence. Obesity for both boys and girls affect personality development unfavourably and social adjustment likewise suffer. Increase in height is regulated by the growth hormone from the anterior lobe of the pituitary gland. Deficiency of the growth hormone produces dwarfism. Too much of the growth hormone produces giantism.

The most important fact about the growth hormone is that it must be produced at the right time if the child is to grow normally.

Psychologically the adolescent must adjust to all of these changes as well to the appearance of intense sexual arousal. Besides, the growth and integration of character is largely affected by the adjustments which are made in the sex life. Sex expression is hugely regulated by the broad pattern of culture, even within the culture sex regulation differs between one group and another.

In adolescence boys and girls must adapt to this newfound sexuality. This would tend to direct their attention to matters of sex and to social attitudes to heterosexual adjustment. Their reactions to sex now will focus more on psychological matters - on romantic love, on the roles of men and women, or establishing emotional relationships, or responsibility, and on moral
dilemma. In present day societies, sex is heavily regulated by numberless unhealthy taboos.

With the onset of puberty, at early adolescence the struggle for personality identity begins. The adolescent's whole attitude toward self and his whole outlook on life is markedly changed. The process of identity continue well past late adolescence. This is the age for the final consolidations of the self into something stable and permanent. Since they are now mature in size and sexual development, they expect the rights and privileges that accompany maturity. He begins to seek independence in connection with his emotional needs.

SEX DIFFERENCES IN MATURATION:

Bodily growth which occurs in connection with puberty rest on the foundations of prior modifications in size and proportions on the fundamental organ systems. In infancy and childhood girls as a rule are always ahead of boys by a year or two in their physical growth, therefore, there is a tendency for the physical changes to be a little earlier and more quickly established in the case of girls than in case of boys. These physical evidences of more rapid maturity are reflected in the fact that on the average, girls arrive at puberty from one and a half to two years in advance of boys. This may have important implications for the social adjustment of both. The effect of age variability in pubertal changes on the social emotional adjustment of boys and girls differs greatly.
With sexual maturing there awakens an interest in sex and in members of the opposite sex. Superior physical development of girls is evidenced by more mature interests than boys of their age. Boys are not ready to associate with the girls as a result the girl in early adolescence is disturbed because she cannot find companions to share with her the forms of recreation she now craves.

**CAUSES OF PSYCHOLOGICAL EFFECTS**

It is seen from the above discussion that the psychological effects of adolescent's physical changes are mainly due to the following factors.

1. Rapidity of change - The adolescent is often unprepared for these changes.

2. Lack of preparations - Many adolescents are seriously concerned about their normality when their maturing are accelerated or delayed.

3. Childhood ideal - Any feature or features that deviate markedly from their ideal will distress them.

4. Social expectancy - When there is a marked discrepancy between the cultural expectancy based on chronological age and a child's maturational readiness.

5. Degree of social insecurity - Comes from physical appearance that aid or interferes with social acceptance.
EFFECTS ON BEHAVIOUR:

Unpleasant effect on behaviour leads to difficult social adjustment for the individual and presents many problems for the parents and teachers to cope with.

The effect of puberty changes on behaviour depends upon many factors. The effects are more marked when puberty is rapid. Girls, as a whole are more affected by puberty changes than boys partly because girls on the average, mature more rapidly than boys and partly because girls find more social restrictions and hence are more often thwarted in their desires to do things than are boys.

EFFECTS OF BODY CHANGE:

Complete transformation of the entire body as occurs in adolescence means a changing self. A feeling of self importance awakens. They soon come to expect the rights and privileges that adults enjoy. Adolescent's self-consciousness about his changing body is intensified. He wants to impress adults and his friends that he is growing up.

They feel that since they are now mature in size and in sexual development they should have the rights and privileges that accompany maturity. The more the youth is treated as a child, the more aggressively he will assert himself and demand rights associated with being grown up.

Strength is part of their sex hereditary endowment and physical achievements of all sorts is great during adolescence.
Physical development plays an important role in the social development. It was shown by studies that the strong boys made more favourable adjustments than did the weak boys.

EFFECTS OF PHYSICAL DEFECTS:

As the adolescent becomes increasingly aware of self and as his desire for social approval intensifies any slight physical defect he may have become exaggerated and disturbs him which have serious consequences in his behaviour. Because it is impossible to eliminate all physical defects the well adjusted adolescent gradually learns to achieve wholesome attitudes toward them.
3. INTELLECTUAL DEVELOPMENT

Intellectual ability is the most important determinant of adjustment. It means organic capacity or power to learn. The adolescent's level of intelligence is important in his social, emotional as well as his school adjustment. Concomittant with emotional and physical growth, near the beginning of the adolescent period, there are corresponding increase in the power of the intelligence and the emergence of special abilities and consequent change of interests. Since interests, intelligence and abilities are closely related, it is often seen adolescents of same level of intelligence make friends (E. B. Hurlock, 1935)\(^\text{108}\).

Intelligence develops in most adolescents to the stage at which there is a marked increase in the ability to reason with the aid of symbols and in the understanding of abstract concepts. An adult mental level is reached at sometime between the ages of 16 and 25. By 15, the average group is generally equipped emotionally and intellectually to integrate coherently the emotional dispositions, interests, spiritual values and experience on which to frame a mature personality (W. D. Wall)\(^\text{109}\). Again where Wall cites that underfunctioning of the thyroid gland may result in lethargy and even in a degree of intellectual dulling.

Largely as a result of Darwin's views (Origin of Species), Francis Galton (1869)\(^\text{110}\) turned to the problem of the inheritance of mental capacity. However scientists from different disciplines have concluded that it was a fruitless controversy whether a given trait is inherited or is the result of experience with the environment.
Intelligence test scores have shown that there exist variations in intelligence in individuals. Intelligence, therefore, is considered as a prerequisite for individual variations in thinking. This variable of IQ varies tremendously among individuals and is important because it is related to many aspects of behaviour and psychological growth.

The results of studies among correlated biological parents and their children and among identical twins reared apart established that variations in intelligence in individual has a strong genetic component. It has higher correlations in genetic relationships than that of environmental conditions. Mental retardation, an adjustable problem which in certain limited instances can occur through an inherited constitutional defect; as in phenylketonuria disorder of adjustment. Sociopsychologically oriented investigators assert environment also has an important effect and intelligence scores can be shifted upwards with training. Nevertheless the fundamental question remains what proportion of the variation in intelligence can be accounted for by heredity and what proportion can be attributed to environment.

The increment in intellectual power, together with growth in other direction helps in determining the level at which the interests and capacities of the adolescent will function. Studies of learning situations demonstrated that these individual differences begin to be evident specially during early adolescence. There is a range of individual variation of 7 years or more of mental growth between the dullest and brightest of a group of
young adolescents (UNESCO, 1955)\textsuperscript{112}. Variations in learning ability, the relation of intelligence to school success and to adaptability to the demands of society show that social and emotional adjustment, in part, will be qualified by such difference in intelligence. Self-acceptance, i.e., those who are able to see themselves realistically and accept his own capabilities, too to a great extent is dependent on intellectual abilities.

**THE STRUCTURE OF INTELLECT**:

Intelligence can be determined from a number of different standpoints. In the factor-analytical sphere, the concept of the structure of intellect has acquired a special meaning as a system of factors which determine intellectual performance. Each intellectual factor provides a particular goal at which to aim.

Intelect means, (1) the perceiving, cognizing and understanding mind; (2) the power of understanding, (3) comprehension, (4) whatever the mental ability may be which enables man to think, (5) high-level abstract or conceptual thought (Ency. of Psycho., 1972)\textsuperscript{113}.

**WHAT INTELLIGENCE IS**:

Definition of intelligence is based on intelligence test measures. These tests were devised by many psychologists like Binet, Terman, Galton, Cattell, Spearman, Goddard, Thorndike, Wechsler, Thurstone and many others. The term intelligence covers cognitive problems. The definition of intelligence as the ability to overcome difficulties in new situations is most widely accepted today. A person can know very little yet still be intelligent.
THE GOALS OF INTELLECTUAL MATURITY:

In the intellectual field there are certain objectives to be achieved. According to Luella Cole, the goals of intellectual maturity in adolescence are:

1. Blind acceptance of truth on the basis of authority
2. Desire for facts
3. Many temporary interests.

From

1. Demand for evidence before acceptance
2. Desire for explanations of facts.
3. Few, stable interests.

The increased emotional tension of adolescence, the greater complexity and the very novelty of many of the situations in which the adolescent finds himself and lack of habitual techniques provide challenges to the adaptive power of intelligence.

THEORIES OF INTELLECTUAL GROWTH:

Assessment of intellectual growth through intelligence tests give only the quantitative differences denying qualitative differences in intelligence at different mental age levels. Whereas Piaget's theory of intelligence is based on 5 qualitatively distinguishable stages in the developing intellectual functions. Mental development takes place with age.
QUALITATIVE STUDIES:

A basic tenet of Piaget's theory (Jean Piaget, a Swiss psychologist, 1896-1980) is that the mind of the child is different in kind from that of the adult. He has observed five stages of intellectual growth, from simple reflex activities at birth to the adults' ability to think logically: (a) the sensory motor stage, (b) the preconceptual stage, (c) the intuitive stage, (d) the concrete operational stage, and (e) the formal operational stage. Each stage he believes is different in kind, and determine the type of thinking of which the child is capable.

The fifth stage known as the formal operational, falls in late childhood and early adolescence i.e. it extends from 11 to about 15 years. The adolescent becomes independent of the concrete object or actual situations and acquires the capacity to draw purely formal conclusions from hypothetical assumptions. He is able to apply logical rules to abstract thinking, though adult's experience still eludes him.

Some psychologists have criticized Piaget's research techniques, and do not agree that every child goes through the same sequence of development. However, his work remains the most influential in this field.

This topic was further studied by Barenbom Carl (1977) and discussed in the article "Developmental changes in the Interpersonal Cognitive System from Middle Childhood to Adolescence". His finding is compatible with the theory of Piaget concerning the course of cognitive development. Both imply the child's newfound
ability to make inference regarding underlying genotypic regularities in the face of changing and for diverse environmental data. Of course Barenbom's findings indicate that interpersonal products of the concrete operational period are themselves organized and integrated during adolescence and the result of this process is the formation of an implicit personality theory.

Dulit, E. (1972)\(^{117}\) expresses if an adolescent acquired the capacity to construct "formal" theories of events, relative to a child, an adolescent possessed the ability to analyze what was logically possible in a situation systematically manipulating variables and expressing himself or herself in terms of proportions and hypotheses then this report reveals that many youths fail to realize their inherent potentiality. Dulit reviews Piagetian premises for distinguishing between childhood and adolescent thought and described two "formal stage" experiments in which average and gifted adolescents participated. Dulit's interpretation of his findings both support and qualify a widely held assumption about adolescent thinking, he acknowledges formal stage thinking to be an ideal outcome of cognitive development, but he sees it as an aspect of maturity "fully attained only by some".

The other aspects in mental development are development in emotional involvement and the resolution of Inconsistency in Impression formation. Rosenbach, Crockett and Wapner (1973)\(^{118}\) analyzed that differentiation and level of organization of impressions increased monotonically with age. For all age groups, emotional involvement with the other person led to decreased differential and integration of impressions.
Wernerian theory states that whenever development and impressions of others occurs it proceeds from a state of relative globality and lack of differentiation, articulation and hierarchic integration (Werner 1957). Applying to changes in impression formation the orthogenetic principle implies (a) that the number of interpersonal constructs an individual uses in his impressions will increase with age and (b) that increasingly complex patterns of relationships among constructs will characterize impressions of more mature perceivers.

Further Werner stated that other kinds of developmental change implied by the orthogenetic principle are (a) a shift from concrete to abstract modes of conceptualization, (b) an increased ability to consider the actions of other people independently of their effects upon the perceiver himself, and (c) an increased awareness of the difference between another person's behaviour or appearance and his underlying dispositional qualities. These developmental changes help to form impressions that are increasingly stable and adaptive as well as increasingly more differentiated and hierarchically integrated.

DEVELOPMENT OF INTELLIGENCE:

The major factor in man's psychological growth is his high intelligence, made possible by the huge expansion of the cerebral cortex. Physiologically one of the major functions of the cerebral cortex is to inhibit the instinctual responses which originate in the lower parts of the brain.
A great part of all social and intelligent behaviour relies on the inhibition of immediate responses. He has high level of intelligence and his capacity to inhibit his natural impulses and interpose a delay between stimulus and response. Gradually they learn sublimation of the energies of an instinctive drive into channels satisfactory to the individual and acceptable to society. This will be accomplished at different levels and with differing degrees of success by children of different capacity. Adolescents can perform many difficult problems which is the measure for higher mental age in comparison to child whose problem solution capacity at a lower level. During childhood mental age increases with advancing chronological age.

It is a common belief that there is a general kind of intelligence (g), present in everyone in varying degrees, and that in addition there are specific kinds of intelligence which give rise to various special skills, such as mathematical thinking or musical ability.

Spearman developed the two factor theory general factor or 'g' and a specific factor for each performance. This general factor can be defined as "general intelligence", although Spearman interpreted it hypothetically as general mental energy.

MATURATION AND LEARNING :

Mental development depends on maturation and learning. They cannot be wholly separated as the two functions intertwine. For instance, the growth of the nervous system alters a person's
capacity to learn. Maturation describes the changes that are brought about by the growth of the organism itself including the nervous system. Learning means permanent change brought about through experience.

It is probable that, at least up to late adolescence, there is a maturational element both intellectual and emotional; in much of the formal and informal learning, social or academic that take place.

The intellectual aspects of learning increase with age. It is only at a comparatively late stage that intelligence becomes a fully effective instrument in the analysis of experience and the choice of response.

Intelligent awareness of need and problems and the ability to analyze a situation and then make proper adjustment to it are necessary for personal satisfaction and for the well being of society as a whole.
4. **EMOTIONAL DEVELOPMENT**

When physical development reaches a certain point the adolescent must grow up psychologically. Instead of being expected to behave in a way that is consistent with his level of development because he looks like an adult he is expected to behave as an adult. Sometimes adult privileges and responsibilities are granted to them and at another time he is treated like a child. Adolescents find that they are not prepared either physically or psychologically to do so. This ambiguity in his treatment by adults and his own self concept get in the way of maturation. The adolescents naturally become unsure of their status.

Another concern of worry is his new status. As a result of growth and development and of coming into contact with the social world the adolescent finds himself in a new role in life to which he is not adjusted. This is because growing up requires revision of motor and mental habits. His former behaviour patterns that served him well in a narrower environment are no longer adequate and no longer can serve him in this new status hence the adolescent has to establish new habits and revise the old habits of thought and action. As a result he is emotionally disturbed. After the adjustment has been made, however, emotionality disappears.

**THE NEED FOR EMOTIONAL MATURATION**

Sometimes during adolescence there is an increase in emotional tension, which is not continuous in character. The psycholo-
gists hold that heightened emotionality if prolonged is a danger signal. The excitement and general nervous tension that accompany emotionality often spread to unrelated situations and markedly affect the individual's behaviour in those situations.

It is essential to control the emotions and their expressions to meet social demands and also to eliminate the damaging effects of emotions on attitudes, behaviour and general physical well-being.

EMOTION IN ADJUSTMENT:

The total life adjustment process has two essential parts.

(1) It is necessary for the organism to be stirred up when it has a need.

(2) The organism has to do something to satisfy the need and to reduce the stimulating condition that served as a drive.

Emotions are sources of motivation for constructive efforts, driving people to activity and consequent stresses and finally leading to achievement of goals. Emotion adds excitement to daily routine life and gives strength and endurance to the body. The concept that emotion is adaptive is at variance with the common observation that an "over emotional" person is unhappy and ineffective in adjustment. This discrepancy is reconciled by considering the strength of emotional drives.
As adolescents engage in desired activities or attempt to satisfy various needs they are sure to meet with opposing forces or thwarting situations and these interfere with their activity and become a psychological barrier or a frustration. When this frustration is perceived by the person as harmful or threatening to his self-realization a stress emotion will be generated. He may experience conflict of adjustment. If the conflicts are not adequately solved and if conflicts tend to recur or persist maladjustment results; and if this adjustment commerce is seen as conducive to well-being, the person will experience positive emotional state. Hence emotions are fundamentally important in studying adolescent behaviour. They are the dynamics of all their actions. Emotions act in a positive or negative manner. They can help people amazingly, just as they can hinder them to the same degrees.

**DYNAMICS OF ACHIEVING EMOTIONAL MATURITY:**

Peter Blos (1941)\(^\text{121}\) holds that during adolescence infantile emotional responses become reactivated and essentially reoriented, in fact the broadest characteristic of adolescence is just the reorientation of the feeling life that then takes place. They must be modified in two ways if the individual is to achieve social adaptations in keeping with his newly acquired status of physical and intellectual maturity.

(1) They must undergo change in terms of aims;

The need for protection, for example, becomes a desire to give protection.
(2) They must be modified in terms of their objects:

The affectional component of the child parent relationship, for example, becomes attached to persons outside the family and fused with sexual desires. This process of modifying is irregular, interspersed with regression and stand-stills. This shifting of patterns of feeling, behaviour and attitudes comes about because the children's original infantile customary patterns of responses become inadequate to attain new and more mature adaptations.

The effects of strong emotions on attitudes, values and future behaviour are likely to be unfavourable than favourable. Constant repetition of emotion frequently develops into habits, so that they constantly anticipate difficulties and respond emotionally to situations. Moreover strong emotions often defeat their purpose by paralyzing action.

Thus the adolescent must learn to temper or learn to redirect - an instinct from its primitive, biological goal to one that is socially and individually uplifting in order to become a welladjusted adult.

FEATURES OF EMOTIONAL MATURATION (Staton, T. F., 1963):

<table>
<thead>
<tr>
<th>GOAL</th>
<th>PROCESS INVOLVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectification</td>
<td>Minimizing emotional distortion of perception, interpretation and reaction to reality.</td>
</tr>
<tr>
<td>Perception of relative values</td>
<td>Discriminating truly between superficial and important factors in life and giving appropriate priority to all.</td>
</tr>
<tr>
<td>Dedication to long range goals</td>
<td>Tolerating postponement of satisfactions in order to achieve important goals in the future.</td>
</tr>
<tr>
<td>Acceptance of responsibility</td>
<td>Strengthening the self concept and increasing personal competence through disciplined work at whatever one ought to do.</td>
</tr>
<tr>
<td>Tolerance of frustration</td>
<td>Withstanding failure and adverse circumstances and continuing constructive efforts towards a goal.</td>
</tr>
<tr>
<td>Empathy and/or compassion</td>
<td>True belongingness in our culture requires developing the capacity for sympathy and concern for the welfare of others.</td>
</tr>
<tr>
<td>Gradation of reaction</td>
<td>Holding one's intensity of feeling and behaviour to that which is appropriate to each circumstance.</td>
</tr>
<tr>
<td>Socialization of responses</td>
<td>Patterning one's gradation of reaction to a form appropriate to existing social circumstances.</td>
</tr>
</tbody>
</table>
These attempts at emotional maturity are apt to entail difficulties and strains. Because of these tensions the adolescent interprets new experiences solely in terms of his acute problem. At adolescence the growing child is equally in a state of emotional sensitivity and equally confronted with a rapid succession of new demands. Emotional development reaches its peak with intensification in such innately determined impulses as those of aggression, gregariousness and sex, and with a transformation in the total configuration of the emotional life.

There are factors blocking emotional maturation.

According to Staton Thomas F., eight inhibiting factors, their Dynamics and Effects are:

<table>
<thead>
<tr>
<th>FACTOR</th>
<th>DYNAMICS AND EFFECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confusion of roles</td>
<td>The adolescent is part child, part adult in almost all personality areas. Ambiguity in his treatment by adults and his own self concept get in the way of maturation.</td>
</tr>
<tr>
<td>Early traumas</td>
<td>Repeated maladjustive experience of rarely, single incident may arrest emotional maturation at the age level at which it occurred.</td>
</tr>
<tr>
<td>Early deprivation of affection</td>
<td>Produces an adolescent without the mastery of early developmental tasks needed for emotional maturation.</td>
</tr>
<tr>
<td>Biological defects</td>
<td>Organic defects may interfere with emotional maturation both through causing physical deficiencies and through psychological maladjustment to the defect.</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Escapist use of defense mechanisms</td>
<td>Over-reliance or evasive or compensatory mechanisms prevent experience in mature adjustive processes.</td>
</tr>
<tr>
<td>Restricted experience</td>
<td>Prevents the breadth of experience in meeting and coping with life situations which is necessary for maturation.</td>
</tr>
<tr>
<td>Lack of training</td>
<td>Inhibits acquisition of skills necessary for success experience and strong self-concept.</td>
</tr>
<tr>
<td>Unresolved internal conflicts</td>
<td>Conflicting emotions or desires inhibits the integrative function of the personality.</td>
</tr>
</tbody>
</table>

**CAUSES OF EMOTIONALITY**

It was found in a laboratory experiment, that the period of orientation toward a situation, when one is trying to get one's bearings, is the time when the greatest disturbance occurs. After the subject became adjusted to the test situation, he settled down and all abnormal emotional disturbance disappeared (Wechsler, 1925)\(^1\).
Like the laboratory subject, the adolescent is emotionally disturbed while the adjustment is taking place. As Kuhlen (1952)\textsuperscript{124} has pointed out "Evidence seems to indicate that adolescence is not to be thought of as an unduly stressful period. Rather what does characterise adolescence is a particular group of adjustment problems, which are typically faced in the teens and which may thus typically produce anxiety and stress in the teens".

There is the complexity of causation which may underlie the child's emotional development. Erratic physical, emotional and intellectual development, increasing variability in growth at adolescence, temporary disharmonies, anomalies of functioning in the endocrine or ductless gland, precocious physical or physiological changes, variation of growth, all of which take meaning only within a social order make the child anxious and insecure. More recent investigations have shown that in most cases it would be wrong to ascribe directly to physiological changes. It may be either an emotional reaction to the change itself, or the complex product of temperamental, environmental and physical factors.

MIND-BODY RELATION:

The idea that emotions are not just affected by bodily changes but are actually the perception of physical changes is what creates the emotion is called the James - Lange theory. The view was developed in the late 19th century by the American psychologist and philosopher William James. Lange was a Danish neuro-
logist who advanced a similar theory. It is generally accepted that physical factors do influence emotions, and there is clearly a great deal of interaction between mind and body at such times. There is considerable evidence that every emotion or thought is related to some aspect of brain function. Mental conditions are associated with physical conditions and the effect of physical pain or discomfort in the mind is sufficient to explain a failure to concentrate.

Thus measurements of bodily changes indicate the levels of psychological arousal. A particularly sensitive measure of bodily change during periods of emotion is the galvanic skin response (GSR). This is used in the instrument known as the lie-detector.

STATE OF AROUSAL:

States of arousal or depression commonly called emotions are directly related to certain events, persons or situations. In the state of arousal, both the perceptions and the responses of a person are affected. This is commonly seen in adolescence, so that when aroused to a medium level he is more alert. Very high levels of arousal reduce attention to the outside world. Emotional tensions can occur at all degrees of intensity. Intense emotion so fully organizes a person for one kind of activity that he is badly disorganized for anything else. It is generally agreed that adolescence is a period of heightened arousal which usually influences movement and other physical responses and because it increases awareness, it is an important factor in such mental processes as learning and remembering.
EMOTIONAL DEVELOPMENT

The early part of adolescence is the time during which the majority of children attain puberty, an event which presents quite a few with painful emotional problems. He senses considerable bodily changes and experiences a sense of difference to other people. He is now aware of physical functions and may be worried and disturbed by certain glandular changes and physical strains which he cannot control. The increased awareness of self, and loss of selfassurance with the awakening of sexual feeling, changes of temporary loss of control, of stronger urges and desires, and the profound redistribution of emotional forces under the impulse of awakening sexual appetites, are bound to produce tensions.

EXPRESSION OF EMOTION

Heightened emotionality is frequently shown in general nervous tension or specific nervous habits. In one of its aspects, emotion may be regarded as nature’s way of equipping one to meet emergencies. Each strong emotion seeks expression in physical activity such as fighting or running. If they are denied these outlets they become physically harmful. Adolescents make an impulsive approach to their problems because of meagre background of experience.

Rapid mood swings, depressions and the rest are manifestations of difficulty in adjustment, of insecurity and frustration. Feelings of elation and despair are frequent, and intense while they last. Adolescents are often moody and day dream frequ-
ently. Imaginative powers are at their height and much of these feelings find outlet in dramatic, artistic and literary expressions. Some of the other processes by which the mind strives to defend itself against emotional pressures are - (1) Negativism, (2) Retreat, (3) Day dreaming, (4) Projection, (5) Rationalization as such. Emotions which have been allowed to drift into wrong channels find expression in the form of outbursts of rage, irritability, needless worry or extreme shyness. One emotional state differs in quality from another. In any pronounced emotional state there are perturbations of the body, expressions of the emotion, 'Organic resonance', and also a conative factor, an impulse to do something.

**EMOTIONAL MATURITY**

The growth of the nervous system and learning plays some part in emotional maturing. People gradually learn those expressions of emotion that are socially acceptable. The child's primitive responses develop into the complex and subtle emotions of adults, where outward expressions hardly would provide an accurate guide to inner feelings.

The more or less habitual adjustment of the desires to the adult social environment is one mark of maturity. Where, the adaptation is merely habitual rather than of a generalized attitude of mind, a marked change in the psychological environment may cause it to fail.
The attainment of emotional maturity implies adaptability, the continuing capacity to find new sublimation when the old ones fail. The achievement of such an attitude of mind is dependent upon insight into one's own personality, a knowledge, frank recognition of the needs which demand expression, and on the conscious attempt to find adequate outlets. This is usually difficult for the growing child. The intense preoccupation with the self at adolescence properly directed and enlarged by measuring that self against equals, may be used to foster this self-knowledge and the maturation of the intellectual power offers a great opportunity for the cultivation of this readiness to seek genuine substitute satisfaction.

A wise treatment leads to happiness and success. A wrong treatment entails much grief.

Fortunately during adolescence emotional habits are still in an unstable state and are very transitory in their general manifestations (Garrison, 1951).

The adolescent, to be a happy and successful adult, must learn to be more objective, analytical and impersonal in approach to the problems. It means learning to approach a situation with a rational attitude. Achieving emotional control is one indication of emotional maturity.
In socialisation the gregarious impulse of earlier years becomes sublimated into definite forms of social behaviour. It is during adolescence that several important types of social behaviour develop and a large measure of social growth is achieved. The adolescent learns to discard or revise unacceptable behaviour and to accept new forms of social behaviour that will meet with less disapproval from society and will serve him well in a larger and diversified social group. The social growth will permit the individual to maintain a place in society, and give him a sense of personal identity. The socialization process began when the toddler was told not to do this or that and the changes in social attitudes that appear at adolescence too come mainly from environmental influences.

The adolescent learns to conform to group standards, mores, and tradition. The maturity of social growth reached now is dependent to a huge extent on the level of the preceding stage of development to which the child has attained. The social adjustment of the adolescent is directly related to his early social experiences and past relationships, the child's personal-social needs stemming from growth characteristic of that period and the attitudes developed as a result of them and from the kind of society to which he is expected to adjust. Moreover social learning techniques, particularly imitation of parental example, and rewards and punishment have great deal to do with forming social behaviour.
The significant achievement at adolescence is to attain independence and heterosexuality. In the area of heterosexual relationships, accompanying body changes are most marked changes in social behaviour. After they become sexually mature there are changes in interests and attitudes and there comes a lively interest in members of the other sex. Usually he has a group of intimate friends of both sexes from which he eventually selects one member of the opposite sex.

An important aid to grow away from dependence on, or domination by the parents and in attaining heterosexuality is found in the new social contacts with people of all ages which the adolescent makes. He needs younger people to protect and assist, older people to admire and emulate and friends of his own age to share interests and experiences.

FORMATION OF PEER GROUPS:

Adolescents are coming to grips with problems of identity, sex, career and adult authority. Their responses to these central concerns, says social scientist James Q Wilson (1969)\textsuperscript{126} produce the social groupings.

According to the sociologist S. N. Eisenstadt (1956)\textsuperscript{127}, developing societies are adolescence-inducing i.e., the conditions under which youth groups tend to arise. He says adolescents' tendency to coalesce in youth groups is tooted in the fact that in modern societies participation in the family became insufficient for developing full identity or full social maturity and that the
roles learned in the family did not constitute an adequate basis for developing such identity and participation. In the youth groups the adolescent seeks some framework for the development and crystalization of his identity, for the attainment of personal autonomy, and for his effective transition into the adult world.

James Q. Wilson pointed out that young people are always struggling to rebel against adult authority, but precisely because of that they tend to place even greater stock in the opinion of their peers. Teenagers draw together, discovering themselves in the generalized opinion they form of each other—seeing themselves reflected as it were in the eyes of their friends. Their life tends to a certain uniformity in manners and dress. The adolescent must work out his own solutions as far as possible and in so doing association with one's age-peers is important. The sense of adequacy comes from this belonging.

When boys reach sexual maturity, they breakdown from the 'gangs' of the late childhood. Close friends and confidants of the same sex are common, and more and more friendships with person of the opposite sex grow up. Such friendships represent the young person's first attempt at mature socio-sexual relationships. Without adult guidance and because of lack of opportunity to associate with the other sex, he often makes mistakes especially in friendship with members of the opposite sex. In time experience teaches him what qualities to look for. He exercises more independence and becomes more critical in the choice of friends.
The child grows up in a social environment provided by family, group, school, community and friends. Over a time through learning and experience and its interaction with unique hereditary endowment he acquires the feelings, actions and values of the group. By now many adolescents have internalized many parental behaviour patterns and are on the way to developing an adult conscience. He learns to differentiate between approved and disapproved behaviour through praise and reprimands. The mass media such as television, cinema, radio, newspapers and periodicals acquaint the adolescent to the various other social groups throughout the world and through them modern ideas and many features of western culture are infiltrating into the emerging nations, speeding up progress and changing fashions.

The child struggles towards social integration but is not yet ready to appreciate fully the consequences of some of his acts. Hence adolescence is for very young a time of increased environmental and personal stress. Emotional tensions are more significant in social motivations. Emotional tension here means control of the expressions of emotions that are socially unacceptable. The search for personal identity and the attempt to submerge identity behind group badges become strong.

Fears of personal inadequacy are almost universal among adolescents, which if ignored the adolescent's whole behaviour is affected by them. The more skill and competence the individual
acquire in different activities the more quickly and the more completely will he conquer fears relating to social situations all of which trace their origin to a general fear of inferiority and inadequacy.

CHOICE OF OWN FRIENDS:

As children grow older different criteria are used in choice of friends. There are changes in the type of friends and changes in the qualities in his friends they seek. They make friends from those who are available.

The first change is changes in values in friendship selection. Modification in the values is due to the changes which take place during this period. The qualities they chose definitely indicated a recognition of emerging heterosexuality as well as of physical competence. The value scheme for boys does not alter very much. More fundamental changes occur in the value system of the girls. Adolescents reintegrate their past experiences and values with his new physical impulses. Boys as a rule do not seek totally new traits but there is shift of emphasis on certain traits.

There are differences in values at different ages even from one year to another. Those characteristics that make for popularity at one age will not guarantee popularity at another age because new traits have assumed importance. To be acceptable to the group, the individual must conform to group values. When group values change, he too must change. The change is more often in the form of shift of emphasis than shift to completely new qualities.
There are certain values like cheerfulness friendliness, honesty as such, which remain static or nearly static.

The second change is the growing tendency to prefer friends of the opposite sex to friends of the same sex. However, when an adolescent has no friends among the members of his own sex, it is definite evidence of maladjustment. One of the significant feature of adolescence is increase in the desire to communicate with others where adult approval or disapproval is ignored.

The young adolescents form a "crowd". They look upon a large number of friends as an indication of popularity. As they grow older there is a change in the adolescent's attitude towards this matter. Now the number of friends is not so important as that the friends be of the right kinds. Friends chosen depend upon the cultural pattern of the community. In some community wealth and social prestige of the family are of great importance. In late adolescence their attitude towards selection of friends change. Now they emphasize more on the individual's own abilities.

The process of selection of friends is one of the most striking characteristics of the whole course of social development. During early adolescence when feeling of insecurity that comes with sexual maturing is most pronounced the need for friends similar to themselves who has the ability to understand and meet the problems common at this age is very great. As sense of security is attained, heterosexual interests develop. In late adolescence, therefore, they need those type of friends who can help him to make satisfactory adjustment to members of the opposite sex and to
meet the problems that heterosexual interests present and who are in addition popular. In selecting friends of the opposite sex, the status of the friends is more seriously considered by parents. This may be explained largely by parental fears that friendship may lead to marriage.

From above discussion it is apparent that the selection of friends is influenced both by environmental factors and factors within the individual. Reader and English (1947) maintained that friendships are determined by two factors:

(1) the individual's social needs at that time, and
(2) the availability of social contacts.

The characteristics of the individual's unique personality determine the characteristics of his social needs and are thus an important influence on the pattern of his social interactions.

THE INFLUENCE OF THE GROUP:

It is an important factor on the individual's choice of friends. The girls are more influenced by group opinion than the boys. As Horrocks (1951) has pointed out, "If the peer group attachment of the adolescent is strong, it may be a powerful motivating force in the choice of his friends".

CHANGES IN SOCIAL ATTITUDES AND BEHAVIOURS:

Peer-group plays a role of great importance in the formation of his pattern of social behaviour and attitudes. How the
group behaves towards him and what the group expects him to be in order to be acceptable are factors of major importance in forming his patterns of social behaviour.

There are changes in social attitudes and behaviour due to the changes which take place during this period. This age at which sexual maturing occurs, not chronological age is likewise important in determining the social development of the individual.

THE GOAL OF THE ADOLESCENT PERIOD IN GENERAL SOCIAL MATURITY:

( Luella Cole )

1. Feelings of uncertainty of acceptance by peers

From

2. Social awkwardness

Towards

1. Feelings of secure acceptance by peers

3. Social intolerance

4. Slavish imitation of peers

TREATMENT OF FRIENDS:

Adolescents are tactless in dealing with friends, especially young adolescents constantly appraise one another openly and freely express their dislike of qualities in their friends which are likely to give rise to quarrel.

Boys unlike girls are loyal to their friends. They have more confidence in them. If support is needed boys can count on the loyalty of their friends.
STABILITY OF FRIENDSHIP:

With the development of tact and increase in social insight, friendships become more stable. Studies of friendships in adolescence have revealed that there is an increase in friendship fluctuations accompanying the onset of pubescence. Many of the friendships of childhood are broken due partly to changes of interests that accompany physical maturity and partly to the "negative" attitudes and behaviour characteristic of this age. Many become hypercritical of their families and friends. After sexual maturing has taken place, many of the broken friendships of childhood are reestablished as those who lagged behind catch up to their early maturing contemporaries.

There is a greater stability in friendship with increasing age. Former friends may be replaced by new ones. During these years friendship stability with members of the opposite sex are formed for the first time and as a result the adolescent has had less time to establish values for the selection of friends of the opposite sex than for friends of the same sex. Some studies reveal that adolescents had difficulty in maintaining their high status throughout the period.

LEADERSHIP IN ADOLESCENCE:

Though there may not be a selected leader in a youth group there is always a member in the group who influences followers. A leader has actively participated for carrying cooperative tasks, demonstrated mastery of the social relationships in the
group. He has acquired prestige from past experiences and is known to the majority of the group members.

Leadership is a function of the situation a working relationship among members of a group. It is an aspect of social effectiveness. "Social effectiveness" consists of certain habits and skills which can be acquired only by practice. Early experiences, especially in the home are important in fostering leadership ability.

Though leaders are always popular, a popular person is not necessarily a leader, he may lack other qualities that are essential for leadership.

**TYPES OF LEADERS**

There is no such thing as a general leadership quality, though prestige in one situation may carry over to others and give the individual an advantage over others who lack this prestige. Because adolescent activities are diversified and because a leader in one situation may not have the necessary qualifications to be a leader in other situations, there are different types of leaders in adolescence.

As a result of more active participation, leaders get experience and learn to adopt themselves to different types of groups, and this contributes to their ability to maintain leadership if the group structure changes. They emerge as representing the values most desired by the group as a whole at that time.
The adjustment of the adolescent to the peer group depends to a large extent upon his ability to perceive his own status in the group as well as the status of the different members of the group. Moreover no adolescent can escape feelings of inadequacy and inferiority when he sees how others feel about him. There are many indications from the behaviour of or treatment by others to tell him how he rates with his friends.

Degrees of Acceptance:

Social acceptance varies in degrees. At one end of a continuum there is a "Star" at the other end there are 'social isolates', who have no close friends and who belong to no social units of their peers. One reason of their isolation may be that they are rejected by their peers or they may be voluntary nonparticipants. Between these two extremes, the star and the isolates are varying degrees of popularity.

Effects on Attitude and Behaviour:

The actions of the group produce marked effects upon the behaviour of its members. The opinion of one's own age group is of tremendous importance to the adolescent. The adolescent beside conforming to the behaviour and appearance of the group must also conform to the group opinion. The difficulties of adolescents are very directly related to the experiences they meet in the various groups in which they find themselves members.
type of response they make to these situations is a consequence of their inherited potentialities as well as of their environmental treatment.

The degree of acceptance in the peer group has a marked and lasting effect on the individual's attitude and behaviour. The popular adolescent is in demand, hence he is happy and secure in his status in the group, he can free his attention from himself and can actively participate in carrying cooperative tasks. The unpopular adolescent, on the other hand is made to feel unwanted and unwelcome, therefore, is unhappy and insecure and this often leads to the establishment of habits of timidity and resentfulness. He makes poor social adjustment, depriving him of opportunities to develop social skills essential to successful adjustment then and in adult life.

It can be concluded that the kind of social life the adolescent leads will play a strong role in developing him into the kind of adult he will be.
6. THE IMPORTANCE OF ADJUSTMENT IN ADOLESCENCE:

Change in status in adolescence to a new role and independent life necessitates to reconstruct his former attitudes toward himself and to society. The adolescent now is exposed to manifold new and unexpected life experiences either tangible or intangible to himself where his old habits and pursuits are devoid of value and meaning. He faces constantly adjustive demands with limited capacities. This ordinarily causes confusion and frequently maladjustment.

Furthermore, because the general pattern of things are wrong adolescents are declining in values and social responsibility. Habits of superficiality and mental illness are established. His disorderly habits have effects on his personality and social life.

Adolescents find this stage beset with problems. It is a stage of preparation for adults' role and responsibilities. Moreover with the attainment of puberty his interests and needs also change. He must learn to redirect his sexual energy into legitimate and useful channels.

THE ADJUSTMENT PROCESS:

Adolescents in dealing with new situations and demands faces many frustrations and problems. The way of tackling these frustrations can well be explained by the following diagram, modified from J.F. Dashiell, Fundamentals of general psychology.

Diagram: Fig. 3.
Of course some of them are beyond his capacity and bring him the negative feeling of failure. However, from all of them they learn something more about the people, events and things in his surroundings and more about himself, his capacities and also his limitations.

**INDIVIDUAL DIFFERENCES IN ADJUSTMENT**

It is said that people differ because of what they learn. There is immense range of individual variations between adolescents. This is more felt with advancing age in the field of intellectual growth, in strength and organization of the emotional drives, in the ability innate or acquired; social growth coming from dissimilar social backgrounds; physical and developmental growth toward maturity; in the psycho-physical development and lastly in verbal development.

**THE PROBLEM OF VARIABILITY**

It is now established that there is not only a wide variation in abilities (physical and mental) to solve life's problems both among individuals and in the same individual in different situations, but that these wide variations are accompanied by variabilities in the life history of individuals, the nature of whose predisposing circumstances are not perfectly understood. The effect of variations in competence and skill are perhaps of more importance than any other single factor in determining the degree of adaptation at different ages. There are marked changes in these wide range of individual variations during early adolescence because at this stage physical, intellectual, social and emotional growth take place.
Blake, Robert R. and Ramsey, Glenn V., in the topic Perception - An Approach to Personality, noted that perception provides the immediate as well as the ultimate foundation of experience.

The individual's experience is not composed from a systematic and orderly accumulation of verified inferences. Experience can correctly be gathered when the stimulus comes from relatively stable objects with requisite feedback corrections of error.

The individual has also to achieve stable and accurate perception from the social events involved in interpersonal activity. In action with dynamic stimulus forms such as conversation with other persons the procurement of correct knowledge and their corrections for error cannot easily be made in forms of sequential feedback modification. If the norms against which a check is judged is intangible or coarse the corrections will at best be crudely approximate to stimulus situation to which it relates. It is due to complexity and variability of such stimulus forms. And also the motivations of the person's behaviour are sometimes elusive and subtle. Though individual can organize the stimulus received on the basis of sensory evidence, the adequacy of individual's adjustment is dependent on the accuracy, conformity or tolerability of his inferences about the meaning of his sensory information to which he is exposed, of course it is further modified by his cultural group.
The problem of perception is more acute at adolescence. Their inter-intra changes cause them further difficulties in perceiving a situation correctly.

Clear and correct perception enable the individual to comprehend the change and to analyze consciously the situations which confront him and to base his action on intelligent appraisal rather than upon obedience to blind habits. Mere adaptation, however, is dangerous socially, politically and morally. The individual’s adaptation must take the responsibility in selecting between ways of life. This selection can only healthily be achieved in terms of a commonly accepted system of values.

ADJUSTMENT RELATED TO PERSONALITY:

Human adjustment is an exceedingly complex topic. A man can satisfy his various needs in a complex and comprehensive way. He projects different meanings onto the situations. His response to stimuli reflects his needs, purposes and psychological conflicts.

A person’s typical adjustive technique is complexly related to the neurophysiological maturity of the organism and prior learning experiences. He learns to modify his habitual attitudes and responses and discover new ways to reach goals or incentives that satisfy his psychological and physical needs. Behaviour patterns change under various maturational environmental conditions. A person keeps on trying, even though he may be ineffective and unhappy. Inadequate adjustment, therefore, presents a continuing and challenging social problem.
GOALS OF ADOLESCENTS:

In order to pass from childhood to adulthood, without handicap, the adolescent must solve a number of problems.

Luella Cole classified the important adolescent problems into 4 groups:

1. The first set of problems and goals centers around the attainment of emotional control.

2. The second set of problems centers around the attainment of adult attitudes toward sex.

3. A third group of problems concerns general social maturity.

4. A fourth set of problems clusters about the establishment of independence from home supervision.

Growing up itself is accompanied by many and diverse problems. These problems, interwoven with customs and conventions, emerge as the physiological changes take place during adolescence. The endocrines initiate many changes connected with the sex drive as well as physical growth. The nature of adolescent problems varies with cultural conditions and the nature of community.

Adolescent's problems are real. They must accomplish the tasks of growing up. These problems are related to physical growth and health; differences in rate of growth, wide variations in abilities and appearance among adolescents. Other problems grow out of cultural expectations, conformity to adult expectations, problems related to self concept, and personal and social problems.
DEVELOPMENTAL TASKS:

Each cultural group sets developmental tasks for different ages. These tasks for each stage of life differ from those of another period of life. The children who are independently and efficiently performing their duties laid down for them find far less difficulty in adjusting to these new problems in adolescence. As the adolescent is on the threshold of maturity, he must make decisions and adjustments that will have far reaching implications for his future.

Mead (1928) stated "In most primitive cultures adolescence is one of the happiest period of life." It is because the primitive culture makes clear what is expected from the adolescent at each point in his development and the transition to adulthood is aided by initiation ceremonies. And most adolescents make adaptations to the transition quite easily.

Some of the developmental tasks which must be mastered by adolescents to be happily and well adjusted are laid down in Hurlock.

1. Achieving new and more mature relations with age mates of both sexes.
2. Achieving a masculine or feminine social role.
3. Accepting one's physique and using the body effectively.
4. Achieving emotional independence of parents and other adults.
5. Achieving assurance of economic independence.
7. Preparing for marriage and family life.
8. Developing intellectual skills and concepts necessary for civic competence.
9. Desiring and achieving socially responsible behaviour.
10. Acquiring a set of values and an ethical system as a guide to behaviour (Havighurst, 1953).

All these developments need adjustment, where adolescents have difficulties of a personal nature which may lead to anxiety of greater or lesser degree. If he fails in any of these achievements, he fails to gain full maturity. There is greater variability of achievement in developmental tasks in early adolescence. Owing to the transition state of the adolescent, he is not always able or ready to accept these changes. Moreover the increased complexity of our social order taxing their adjustive power. For all children at times regression is almost certain. Some children never develop sufficient mental ability to achieve these goals but with training most could make more progress towards them. Wise adults understand and tolerate their temporary regression.

SOCIAL ENVIRONMENT:

Growing up in present day culture is likely to be accompanied by frustrations and disappointments and more for the adolescent who himself is unsure of his status in society.
The human development is within the greater development of the society. Countries like India where there are fundamental economic and social changes have made a huge impact upon the social life pattern of its society. This change has a tremendous influence upon the life pattern of the adolescent because of his relative immaturity, instability and plasticity of personality and for their intense emotional life.

It is usually observed that adolescent in change of role is in a state of helplessness. He is not adjusted to his new role in life and is confused, uncertain and anxious.

It is a common observation that the present century is marked by instability and anxiety; disturbed interpersonal relationship and psychological disorder which are indicative of the lack of optimum state of adjustment. People are facing situations which tax their adjustive capacities and they are feeling difficulty in achieving a sense of harmony with the environment. Hence an early detection and prevention of serious maladjustment has become essential, not only for the individual, but for the community at large. Today the problem of adjustment is of immense importance for all and more for the adolescents who are still in the formative period and most touched by the general instability. Adolescent's personality and character are yet to be fixed. There is still opportunity for the individual to build up new habits and attitudes and develop adequate behaviour patterns; and still time for them to prevent present mistakes which could result in fatal consequences in the future. Parents, teachers and other adults must think of the future.
AN AGE OF TURMOIL:

To-day, no doubt there is an intense awareness of adolescent problems. This awareness can be attributed to the fact that adolescents have made society feel their existence. Another is that term "adolescence" is impregnated with various terms like delinquents, student protesters, drug users, alcoholic, mentally ill and the like. The third reason is that youthful activism is universally displayed and that the so-called generation gap has become an universal characteristic of all societies. Moreover, many feel youth constitute a political social threat to the country. Everywhere over the world social or political agitations are spearheaded by them. All these activisms are perhaps activated by their idealistic nature and unfolding of their physical and intellectual vigour which begin at early adolescence and continue till late adolescence. One such instance was "Assam Agitation on Foreigners" which was particularly led by youths of college and high school students.

The great source of concern at the moment is drug addiction. Illegal drugs are widely used. Police arrests of juvenile in cases involving drugs are on increase. Anybody who wants to buy drugs can get them easy. Reports on these innumerable adolescent activities have made desperately urgent demand upon us all to speculate what situations and stimuli that drove them to such an end. Those reported events like rise in drug addiction, in attempted or succeeded teen suicides, teenage marriage, illegitimate birth, hysteria, dropout, anger, motor accidents, passivity as such all these
deviance vulnerability of adolescents indicate an unsatisfying state of adjustment; both physical and emotional. These events speak of "adolescent difficulty" in adaptation, and, therefore, cannot be neglected.

It is a common knowledge that adjustive trouble is in increase. Both strain and nervousness are widely reported even by the most able children. The spirit of tolerance understanding and cooperation in them are largely missing.

The problems the adolescents confront now are unfamiliar and they have many more new experiences to cope with without adult protection. In the lives of most adolescents there arise some crisis which cannot be dealt with in his habitual way. Then they are disturbed and baffled.

When confronted with the pressures of new and difficult emotional demands for which they have few defensives, adolescents ordinarily experience fear. Once difficulty is experienced in adjustment they perceive threat on all sides and attempt to avoid or refuse to learn in response to life demands. Irving F. Tucker 137 rightly expressed that today, people learn defensive adjustment as a part of their total pattern of coping with life.

Adolescents are required to behave in a socially approved manner that at a time, especially during the early years of adolescence, when the dominant emotions tend to be unpleasant and adolescence, keep their unpleasant feelings and emotional expressions under control. Normally disharmony exists between adolescents
need and social claims. They are between two horns of a dilemma, their desire oscillates between an individual need and a social claim. They are likely to be afraid of social situations. Naturally they result in moods and annoyances. While annoyances may not give rise to anger reactions, they may interfere with the individual's adjustment and may predispose him to more violent expressions of temper.

Because of these many variables involved, adjustment at adolescence conveys difficulty. The four main situations that produce psychological stress are:

1. Deprivation,
2. Continuous frustration,
3. Conflict, and
4. Internal and external pressures—either created by the individual himself or by outside forces acting upon him.

These stress producing situations in lesser or greater degrees are always present at adolescence.

IMPORTANCE OF ADJUSTMENT:

Aforementioned instances are not sufficient to state that the process of "child" becoming "adult" is difficult and painful. Adjustment for a more nearly average group may not be so severe, while others find it an exciting period and reach maturity with the minimum of conflict and disturbances; but it would be
erroneous to underestimate the intensity of the distresses experienced by those unfortunate few who are pathologically weak in character or whose psychological balance is so precarious or who grow in incongenial environment that even a change of situation of trivial kind will bring about crisis.

The importance of adjustment in this "transiting period" is that at adolescence, maladjustments are not well set as they will be later. As a result they are easier to correct than they will be in adulthood. Moreover adolescent's instability may be the sign of a character in flux; this plasticity of character perhaps offers the last opportunity for the establishment of a unified personality well adapted to daily life. If we are to have an organic, mature and progressive society its individual must also matured.

ADOLESCENT NEEDS:

Maslow presented adolescent needs in order of priority thus: (1) physiological needs; (2) safety needs; (3) belongingness and love needs; (4) status or esteem needs, and (5) self-actualization needs. He explains although personal social needs are very important during adolescent years, basic physiological needs must first be satisfied. The origin of personal and social needs are difficult to determine. It is generally recognized that cultural forces operate with the biological nature of the maturing individual to develop needs. His natural drives are checked and modified by the cultural forces that he encounters in his various activities. Maslow's hierarchy order need not be regarded as a fixed order.
Adolescent's problems are related in a large degree to their personal and social needs. These needs and wants of adolescents expand with maturity. The possibilities of frustration too increase with it.

MECHANISM OF BEHAVIOUR:

Explaining the mechanisms of behaviour used by the stable, the unstable, and the neurotic, Warter (1949)\textsuperscript{139} has stated, "They are learned habits acquired over a period of time through the process of social interaction". The individual learns them through imitation of others and through the guidance and instruction provided to him directly or indirectly by others. He often acquires them, as he does many other habits, through the trial-and-error method. Once he discovers that a particular mechanism is a useful way to adjust to thwarting, he is likely to try it again when he again meets thwarting. Should at another time the mechanism not prove successful, he will first try altering it and then perhaps, if necessary try changing it entirely.

FRUSTRATION:

In facing reality, adolescents faces many frustrations and problems.

The major source of frustration are cultural demands, the home situation, the social class status, and the school adjustment. It is the combined influence of these and other forces in the adolescent's environment that operate to produce a well adjusted or
poorly adjusted personality. Adolescent's reaction to these problems depend upon his degree of emotional maturity.

Garrison has pointed out that mass production, automation, urbanization, materialism, and a great conflict in values have all changed the present society greatly and created new problems for adolescents. They are now no longer an economic necessity at home but are dependent and require a longer period of preparation to attain adulthood. Material change is reflected in moral change which leave adolescents without a definite set of values to guide them.

CONFLICT, ANXIETY AND AGGRESSION:

Anxiety has its roots in frustration, including the demands for conformity and security at the hands of parents and others. When anxiety develops around objective dangers in the environment it may be natural, but if it has little or no foundation in real dangers anxiety become excessive and may come to act as a self perpetuating motive in which the goals may be nonadaptive and even harmful for the personality.

At any age adjustment is accompanied by mild or severe anxiety, however at adolescence the most intense anxiety shows itself.

Adolescent's most intense anxiety come from his physical-sexual development with its accompanying desire for expression (Hurlock 1955). The course of adjustive behaviour is often obstructed facing incompatible motives. Individual is either frustrated or he has too many responses and the adjustment must be a
selection or a compromise of these responses. External frustrations do not have as great an effect as does a conflict between motives.

Early and significant conflicts lead to future anxieties through the understandable process of conditioning. Anxieties either transient or permeating distress may affect a person's social adjustment. Minor conflicts and anxieties are accompaniment of a normal life.

It is seen that the anxiety motivation is entirely rational in present day society which emphasizes on competition and success. The striving for reward, for status and the uneasiness lest the reward be not attained constitute the adaptive social function of anxiety.

In the process people sometimes withdraw from social contacts or else quarrel aggressively. Neither of them fulfill their motives.

THE SELF CONCEPT AND THE LEARNING OF ANXIETY:

Hence adjustment is the manner with which one learns to cope with anity. To have proper concept of anxiety, one should have the knowledge of self objectively. This self concept is shaped by environmental influences. Self evaluation are learned as a by-product of the socialization process and human relationships. Once learned the image, the individual has of himself is important in determining his behaviour. Mowzer (1960) conceptualized the conditioning process as relevant to the development of self-concept, anxiety and personality defense. He referred that their underlying
reinforcing events are 'hope' and 'fear' depending on whether they are rewarding or aversive.

In most of the situations the precise contingencies of reinforcement are obscure, relatively complex, and usually not obvious especially to the participant.

Tucker in his book (1970) wrote "A person's life experiences result in relatively complex sets of expectancies. Experiential reality includes certain aspects of the inner world of his own feelings, wishes and thoughts. These covert sources of stimulation are very important in mediating complex human adjustment. The individual's capacity to be aware of and, therefore, responsive to his own internal and symbolic processes, as well as events in the external world result in the concept formations which allow for varying degrees of organization of his experiences. As a by-product of this experiences, especially his experience with people, he develops a perception of himself. The self-structure is the individual's perception of his general habits of thinking and acting, whereas the self-concept is individual's way of looking at himself in an evaluative sense. Both of these evolve from the individual's ability to respond to himself as an object. They can see themselves realistically.

The growing independence and physical strength of the adolescent make it especially important that self-concepts be crystallized, that child like concepts be reinterpreted in the light of new autonomy (Staton 1963) and that the hiatus between the ideal and the real self be bridged (Rogers 1962).
The adolescent failing to achieve self-acceptance will find it difficult to cope with his environment. Favourable self concept brings self-confidence which is the feeling of equality to the tasks before him.

THE DYNAMICS OF PSYCHOLOGICAL ADJUSTMENT:

"Basic endowment" - physical, intellectual and emotional together with certain early learning experiences, primarily those centering around friendship, identification, assertiveness and dependency qualitatively determine the individual's adjustment (Tucker)\textsuperscript{145}.

Adjustment is dependent on psychological growth in all aspects which includes perception, motor and language skills, intelligence, sociality and social sensitivity, emotional maturity, the more enduring aspects of personality, cultural values, and the dynamic principles of learning.

Earlier, adjustive difficulties were viewed as a moralistic one. It was later regarded as a physiological interpretation of maladjustment and still later it is viewed on psychological basis which regards both successful and unsuccessful adjustment as the end result of learning processes. Normal adjustment is relative to the cultural and sub-cultural values of a particular society. Adjustment, therefore, is difficult to evaluate because of cultural relativity. It is also complicated by the fact that man is a "self-regarding" organism as he evaluates his own behaviour independently of the opinion of his cultural associates.
Most adolescents can tackle frustrating situations in various ways with variations to their social groups according to their psychological and physical needs. Others develop habits of conduct that hamper in their solutions of difficulties.

The degree to which the individual has developed a capacity to cope with many frustrations and problems associated with the normal demands of living is frequently referred to as the degree of emotional maturity he possesses.

The wide range of maladjustive behaviour patterns of adolescents are:

i. Aggressive responses-verbal or physical-against the person or object that is the source of emotion,

ii. Withdrawal responses,

iii. Rationalization,

iv. Regression and

v. Psychosomatic disturbances.

These categories of psychological maladjustment are not mutually exclusive in a dynamic sense.

Common defense mechanisms used by adolescents are;

1. rationalization,

2. projection,

3. negativism and some typical escape mechanisms such as day dreaming, identification, suppression and malingering.

In these various ways and on very different levels, each adolescent works out his formidable tasks of growing up.
FIG 1.2 AN INTEGRATED SYSTEMS APPROACH TO THE STUDY OF ADOLESCENT BEHAVIOUR