Chapter 1

INTRODUCTION
AND CONCEPTUAL BACKGROUND

1.1 Introduction

"The highest function of education is to bring about an integrated individual who is capable of dealing with life as a whole".


Human life is the most precious creation of God. It has two aspects, biological and sociological. The biological aspects of human life is maintained and transmitted by nutrition and reproduction. The social aspect of human life is maintained and transmitted by education. Education is considered a vital process in social sense.

Education contributes significantly to national development. Education is necessary for the survival of the society and therefore must also cater to the complete development of a man and to make him a very well adjusted person in the world. Education should aim at harmonious development of an individual. A harmonious balance should be kept between feeling, knowing and doing.

Educational aims and ideals of ancient India derive from its epistemology, ethics and worldview. The ideal of life, which the Indian philosophical systems uphold, comprises the values of unselfishness, service, insight into the ultimate nature of the universe and abiding enlightenment exemplified in the jivanmukthi ideal. Purusharthas, literally
means, ‘what men live for’, sum up the right way of living. There are four Purushartha: Dharma Ardha, Kama and Moksha.

Our aim in education is to produce an efficient, highly trained, disciplined, hardworking and humane person who performs well in the society and be successful, and hopeful. Our educational institutions strive to create such a human being.

The supreme aim of education in ancient India is transmission of such knowledge as would help the individual’s spiritual perfection also. The guru was a spiritual preceptor; a deity incarnate without whose grace, salvation was out of question. The guru was a person totally dedicated to the transmission of knowledge, a scholar and person of unimpeachable character and integrity who served the society not for the sake of material gains but out of dedication to the cause of knowledge. Through teaching he attains his own spiritual development.

Education today does not mean mere spiritual knowledge or liberation after death. Knowledge includes all training that is useful for service of mankind and liberation means freedom from all manner of servitude, even in the present life.

As proposed by the Gandhiji, “Education is an all round drawing out the best in the child and man - body, mind and spirit”. Gandhi also upheld the value of physical labor and gave it the central place in his scheme of education. To Gandhiji, work was the central principle of life and of education. He held that useful manual labor, intelligently performed, is the means par excellence for developing the intellect. Knowledge is not a special activity divorced from the total life process. It is not just whatever
can be clothed in verbal language. Knowledge and experiences are inextricably woven together. Experience should always precede and not follow verbal knowledge. All round development is possible only when it proceeds simultaneously with the education of the physical, mental and spiritual faculties of the child.

**Tagore** said that the highest education is that which does not merely give us information but makes our life in harmony with all existence. Tagore held that creative self-expression was the highest ideal of education. Crafts stood for development of imagination, creative self-expression, a means of harmonious relationship and communication with nature. The aim of education was to develop in the children the freshness of feeling for nature, a sensitiveness of soul in their relationship with human surroundings.

**Vivekananda** stated that the aim of education is to manifest in our lives the perfection that is already in man. This perfection is the realization of the infinite power that is in everything and everywhere. Vivekananda’s educational ideal formed a part of his larger social agenda for the spiritual regeneration of the Indian society. His credo is: Reality is one; wise men call it by different names. His religious ideal in education is to elevate one from the narrow confines of theological beliefs. He believed in the eternal spiritual solidarity of men. The aim of education must be to make our students rational, scientific and unorthodox in their approach to life.

**Jiddu Krishnamurti** states that education is to have a holistic outlook, free from all prejudice. Man is part of nature, and if nature is not cared for, it would boomerang on man. He said that only right education
and deep affection between people is needed everywhere to resolve many human problems. It should be practiced as a way of life and not as a mere philosophical endeavor.

1.2 The Emphasis of Educational Commissions

Education Commissions study the trends and issues and propose the required directions for the progress of the individuals, societies and nation as a whole.

Educators or the teachers are supposed to translate ‘what is aimed at’ from time to time during the curricular transactions. The learner development gains relevance to the broader context of life and the nation.

Concern over the erosion of basic values and the need for educational action to combat the situation is the recurring theme in the recommendations of major commissions on education down the history.

The Secondary Education Commission (1952-53) observed that religious education and moral education was essential for character development.

Sri Prakash Committee (1959) also recommended common religious and moral education. Around this time, the concerns about erosion of moral values were being felt intensely. These concerns led to organization of Conference of Ministers of Education (1960) which gave rise to formation of an Emotional Integration Committee (1962). The Committee made 231 recommendations covering all the stages of education to meet the requirements of strengthening national consciousness among people.

The Education Commission (1964-66) emphasized values needed for social and national integration and an integrated and egalitarian
society, promotion of national consciousness, development of democratic values such as scientific temper, tolerance, respect for the culture of other national groups. It stressed the need for the inculcation of moral and spiritual values and self discipline as an integral part of modernization and for working out a balance between knowledge and skills derived from science and technology, and values and insights derived from ethics and religion.

It is emphasized that ‘The purpose of education is to cater to the entire range of pupils’ interests, capacities, physical, intellectual, emotional, aesthetic, social and spiritual dimensions. The focus on value education was further reiterated in all subsequent education policies.

National Policy on Education recommended a common core syllabus in the National Curriculum Framework to promote values such as India’s common cultural heritage, egalitarianism, democracy and secularism, equality of sexes, protection of the environment, removal of social barriers, and observance of small family norms and inculcation of scientific temper. De-cartelization, de-humanization and alienation must be avoided at all costs in our culturally plural society.

The Programme of Action (1992) emphasized the need to follow a ‘broad – based approach’ that reflects values of secularism, nationalism and consciousness of their constructive role in larger destiny of India. The 42nd amendment of the Constitution of India inserted article 51A part IVA and incorporated fundamental duties. Article 51A has stressed in values like unity of India, harmony, spirit of brotherhood, preservation of rich heritage of composite culture, compassion, scientific temper and humanism. Neglect
of the affective dimensions of education is the main cause for the
deterioration of the life-styles in all walks of life.

The National Policies on Education of 1968 and 1986 have been the
landmarks in the history of educational development in India. Earlier
Education Commission (1964-1966) had restated the rationale of value
orientation in the education system and emphasized the ideals of non-
violence, peace, truth and compassion exemplified by spiritual leaders and
prophets like Guru Nanak, Lord Buddha, Sri Mahaveer, Sant Kabeer etc.
The Commission made significant recommendations for the blending of
science and spirituality and for the use of direct and indirect methods in
teaching of values.

1.3 Global Views on Education for 21st Century

Delor’s Commission (1996) in its report called ‘learning, the
treasure within’ notes the following:

Education must be organized around four fundamental types of
learning, in a way be the four pillars, of knowledge; that is acquiring the
instruments of understanding, learning to do: so as to be able to act
creatively on one’s environment, Learning to live together: so as to
participate with other people in all human activities, and learning to be:
develop one’s personality and be able to act with greater autonomy,
judgment and personal responsibility.

Equal attention, however, should be paid, in all organized learning
to each of these four pillars, so that education is regarded as a total
experience throughout life, deal with both understanding and application
focusing on both individual and individual’s place in society. The rapid
advances made in science, engineering and technology in the world, have manifested the urgent need for changes and teachers are expected to be sensitive human beings and there should be as much intellectual intimacy and teacher–learner relationship as there is emotional relationship.

Goals of education should be future oriented with provisions for life-long education. Education must strive to make children fit not just for the present generation but to make possible a better future for the humanity. The purpose of any education is to develop well-informed, intensive and well-equipped citizens of the society, and not as an individual alone. Well-adjusted and harmonious refinement and behavior, development of a personality and development of an interest in the wider aspect of his environment are the qualities required by everyone to live a good life.

Education for sustainable development and for a better quality of life has become a big responsibility. The cultivation of a global outlook, a love of nature and a concern for fellow human beings and environments should be part of the scheme of the education. This kind of holistic education facilitates students to get identity, meaning and purpose of life through connections to community, in the natural world and spiritual values such as compassion and peace. This can be accomplished not merely through an academic curriculum but through direct engagement with the environment (Miller J.P 1999).

Robin Ann Martin (2002) describes holistic education as “what distinguishes holistic education from other forms of education is its goals, its attention to experimental learning and the significance it places on the
relationships and primary human values within the learning environment”. It emphasizes connectedness of all living beings.

In order to sustain all-round development of the individual it is necessary to help the individual to have educational opportunities that provide him with the competencies to adjust with the environment in an amicable way, to arrive at appropriate decisions to meet the challenges of life, to adjust to the life situations. This is possible if the personality dimensions are analyzed and appropriate educational opportunities are provided.

1.4 Conceptual Background of the Study

1.4.1 Personality

The broader aim of education is preparing the learners for harmonious living. Life has enormous significance. Each person has to develop fully to meet the challenges of life to contribute his might as a member of the society and live in peace within himself and outside. Hence the extent of the personality development in its multi facts during the process of formal education gains significance.

The historical root of the term personality is in the Latin word “Persona” - The mask worn by the Greek actors was called persona. Personality in that sense means a cover for the real person behind it.

1. Ogden, R.M (1926) : “Personality is the expression of man’s inner life. Character is the expression of what he does or achieve.

2. Watson, J.W. (1930) : the father of behaviorism on the basis of his behavioral studies, concluded. “Personality is the sum of activities that
can be discovered by actual observation over a long enough period of time to give reliable information”.

3. **Mc Douglas, J.W (1932)**: “Personality is a systemic unit of all mental features in their interplay”.

4. **Eysenck, H.J (1947)**: “Personality is the more or less stable enduring organization of person’s character, temperaments, intellect and physique, which determine his unique adjustment to the environment”.

5. **All port, G. B (1948)**: “Personality is a dynamic organization within the individual of those psycho physical systems that determine his unique adjustment to his environment”.

6. **Cattell, R.B. (1967)**: “Personality is that which permits a prediction of what a person will do in a given Situation”.

### 1.4.2 Nature and Characteristics of Personality

Personality has the following characteristics:

- **It is continuous**: The personality is a continuous process. It is continuous by evolving from birth to death.

- **It is a product of heredity and environment**: Personality is a product of heredity and environment. That means it imbibes the qualities partly form ancestors in having hereditary potential and develops in its interaction with the surroundings.

- **It is unique**: The personality for anybody is unique. As it is the outcome of continuous interaction of hereditary potential and environmental challenges.
It is a product of inner aspects and outer aspects: Personality always refers to inner aspects like courage, timidity etc. that reflects in outer aspects like behavior or action.

It is Dynamic: Personality changes, modifies and takes new forms on a continuum in the dynamic momentum of life.

It functions as a whole: The personality functions as a whole for example, talking, looking, acting etc., are different but they are the contribution of the whole person.

1.4.3 Factors Influencing Personality of Adolescents

There are a number of factors that have been found important in the personality development and the personality of adolescent learners. Some of these are important in childhood and continue to be important in adolescence. Others that were relatively unimportant in childhood become more important in adolescence, while still others that were important in childhood are of less importance in adolescence.

These factors are

Physique: The physique of the individual, especially his size and personal re-activeness, affects the reactions of other people to him. This in turn, affects the individual’s attitude toward self, which is bound to influence his behavior. An adolescent boy, for example, who is small in stature either because of hereditary influences or because of slow sexual maturation, is treated differently by members of both sexes than a boy of superior stature, the treatment accorded to him influences his attitude toward self and the quality of his behavior.
Lockhart (1939) has listed the following physical traits as considered good by the majority of people.

1. Height, average for the sex to slightly above.

2. Weight, average and in standard proportion to height.

3. Complexion, medium blond or medium brunette; skin of healthy color.

4. Health, the nearer perfect, the better.

5. Movements well coordinated and controlled.

6. Strength, the greater the better in men.

- Physical Attractiveness: The physical characteristics of an individual, Perrin (1921) contended, constitute a large group of the total series of effects produced by that individual on others, respond to physical beauty and ugliness. In an analysis of the group characteristics of physically attractive and repulsive people, Perrin found that anatomical measurements of attractive people of both sexes conformed to the mode or standard. This included size and proportions of parts of the body and the amount of hair and fat. The degree of appeal made by these characteristics was found to be of median intensity for both sexes.

- Physical Condition: The physical condition of the individual not only influences his attitudes and behavior at the moment but may have a long range effect. Young children, who ensure constant illness, even though of a minor nature, or who suffer from some chronic disturbance, such as anemia, will develop personalities that are
coloured by their unfavorable physical states. They are apt to be lacking energy, irritable, fussy, hard to manage, envious of others more fortunate than they self-centered and intolerant. These unfavorable personality traits become deeper rooted as time goes on unless health conditions improve or unless social conditions in their environments counteract these unfavorable conditions.

**Family Relationships**: Stanger (1937) investigated the role played by parents in personality development. Lack of a complete happy home life was found to have a marked effect on emotional stability. When the father was older than the mother, less parental harmony existed. This was reflected in increase in emotionality on the part of the adolescents. The characteristics of the father, such as emotionality, personal interest in the child, demanding of obedience, and stern punishment, had a more marked effect on the mother. Idealizing both parents was associated with good emotional stability and high self-confidence.

**The Only Child**: What effect being an only child has on the personality development of the individual was investigated by Carter (1940) in the case of 563 college students from 50 colleges and universities in different sections of the country. Comparisons were made with groups of oldest, youngest, and middle children. During grade school, the only children were “bullied” and “made fun of” no more than were oldest, youngest, or middle children. Only children took the lead in play as much as the other groups and they rebelled against discipline no more than the other groups. The only children
participated in active group games almost as much as the children of the other groups.

- **Parental Dominance**: The effect of parental dominance and submission on the personality of the individual has likewise been investigated by Symonds (1939). By “dominating parents” he means those who exercise a great deal of control over the child by being very strict and authoritative with him, who punish or threaten to punish him, who expect the child to come up to standards not suited to his age and development, and who criticize and unnecessarily frighten him. “Submissive parents” are those who permit the child, who indulge the child, who cannot refuse his requests.

- **Heredity**: There are some genetic factors that play a part in determining certain aspects of what we tend to become. Whether we are tall or short, experience good health or ill health are quickly irritable or patient, are all characteristics which can, in many cases, be traced to heredity. How we learn to handle other’s reactions to us. Ex: Our appearance and the inherited traits can also influence how our personality is shaped.

- **Culture**: The culture and the values we are surrounded by significantly tend to shape our personal values and inclination. Thus, people born in different cultures tend to develop different types of personalities which in turn significantly influence their behaviours. India, being a vast country with a rich diversity of cultural background, provides a good study on this. For example, we have seen that people in Gujarat are more enterprising than people from other states,
Punjabees are more diligent and hardworking, people from Bengal are more creative and with an intellectual bend and the likes.

- **Home Factors**: How parental patterns affect the girl’s adjustment to university life has been investigated by Jameson (1940), who interviewed groups of girls during their freshman year to discover how successfully they were getting along in the university. The most prevalent problems the students cited related to the home influences and their effects on the girl’s adjustments. The four most common problems were as follows:

  - **Homesickness**: In spite of the desire on the part of many of the girls to get away from home in the hope of having more freedom, many reported homesickness resulting from lack of parental affection, protection, and catering to personal whims and caprices; inability to guide or dominate over younger sisters or brothers; and missing the attention of the local boy friend. Even during the junior year many girls suffered from homesickness.

  - **Parental precaution about the welfare of their children**: Over solicitousness, excessive caution, and constant vigilance on the part of a mother presents a problem of adjustment on the part of the girl when she is away from home.

  - **Parental domination by remote control**: Many girls reject this when they are away from home and bring about maladjustments by unwise use of their “new freedom.” After a few blunders, some regress to parental protections.
• Incompatibility with parental views. This frequently causes mental
distress on the part of the girls. Other girls resort to subterfuges and
maintain that what their parents don’t know won’t hurt them. The
results are hypocrisy and pretense on the girl’s part.

➢ **Social Factors**: Man is the product of the society in which he lives.
The social stratification, social recognition, value that the society
attaches to the growth and development of individuals pave a long
way for the development of the individual as a unique individual in
the society with his or her own mark embedded on.

➢ **School Factors**: It is said that home is the first school and school is
the second home. School factors like enriched curriculum, teaching
methods, rules and regulations, peer group role of teachers in
guidance and counseling, evaluation procedures, teacher parent
relations etc., go a long way in the all-round development of the
personality of adolescents. Schools which aim at the growth and
development of the individual students provide a variety of
opportunities, both curricular and extra-curricular for the adolescents
to cater to the developmental needs of the adolescents.

1.4.4 Teachers Role in the Personality Development

The teacher plays a very important role in the development of the
personality of the adolescents.

➢ **Art of Speaking**: Teacher develops the personality of the adolescents
by training them in the art of speaking. He conducts debating
competitions and elocution competitions and provides an opportunity
for the adolescents to speak.
➢ **Creativity** : Teacher develops all the cognitive capacities, mostly the reasoning and creativity of the learners by making them answer the questions in the class and prepare albums, models, charts, maps etc.

➢ **Programmes** : Teacher develops the team spirit of the adolescents by taking them to different places for excursions, educational tours and field trips.

➢ **Leadership** : Teacher develops the leadership qualities of the adolescents by conducting school elections and mock-parliament etc.

➢ **Subject knowledge** : The most promising personality is said to be possessed by one who has graduated with high mark. The majority of schools are still bound to the importance of academic curricula.

➢ **Cooperation** : Proper schooling is to be defined in terms of not merely intellectual and physical growth but moral and social development as well. For such development the principles of grouping are followed and group activities are conducted and the effect of group membership on adolescents in schools is facilitated.

➢ **Affection and attention** : The effect of affection and attention received by children from the teacher are found to be very wholesome and conducive to productive work. The teacher’s character and personality also have an important influence on adolescents.

### 1.4.5 Theories of Personality

Changes in personality may indeed result from diet (or lack thereof), medical effects, significant events, or learning. However, most personality theories emphasize stability over fluctuation. The definition of
personality that is most widely supported to date is attributed to the neurologist Paul Roe. He stated personality as “An individual’s predisposition to think certain patterns of thought and therefore engage in certain patterns of behavior”

1.4.5.1 Trait Theories

Among the various major theories of Personality, trait theories are the primary ones labeled specifically in terms of a dependent variable. Traits are enduring, stable attributes or characteristics of a person.

William Sheldon (1899-1977), an American medical doctor, identified three different general forms of human physique or somatotypes – indomorphy, messomarphy and ectomorphy. In addition, he also suggested that there is a close relation between measures of our physique taken from somatotype photographs and our personal temperament.

Cattell, R.B (1950), has developed a different approach to the description and analysis of personality based on a person’s life record, self-ratings, and objectives. Drawing from people’s life records and self-ratings, he identified major personality factors both within individuals and across people. He distinguished between surface traits, which are observable patterns of behavior, and source traits, which he viewed as underlying, internal traits responsible for our overt behavior. He viewed the source traits as more important. Source traits can be identified only by means of computer analysis of all the collected data. He also distinguished traits --- those typical of only one person.

Eysenck’s Theory of Personality: While cattell has tried to use the factor analysis technique to give some basic dimensions to personality
by enumerating 16 basic traits. H.J. Eysenck, a German born British psychologist went a step further in the adopting factor analysis technique by extracting second order factors and grouping traits into definite personality types.

How individual behavior is organized and acquires the shape of a definite type is revealed by the following illustration. According to Eysenck there are four levels of behavior organization.

- At the lowest level are the specific responses. They grow out of particular responses to any single act. Blushing, for example is a specific response.
- Habitual responses from the second level and comprise similar responses of an individual to similar situations. For instance (a) the inability to easily strike friendships or (b) hesitancy in talking to strangers are habitual responses.
- At the third level is the organization of habitual acts into traits. Behavior acts which have similarities are said to belong to one group and are called traits. In the above example the habitual responses (a) and (b) etc., give birth to a group of traits called shyness.
- The fourth level is the organization of these traits into a general type. A type is defined as a group of correlated traits. Traits which are similar in nature give birth to a definite type. Traits like persistence, rigidity shyness etc., have been grouped into a type termed as introversion.

An ultimate distinct type is obtained at this final stage. A person can now be classified as an introvert if he has traits as described at the third level. Habits and habit systems as described at the second level and responds specifically as described at the first level.
Eysenck's work has clearly demonstrated that human behavior and personality can be very well organized into a hierarchy with specific responses at the bottom and the definite personality type at the top. In fact, in this work, what was described as basic dimension in the form of personality traits by Carrott has been further regrouped yielding fewer dimensions for the description of human behavior and personality. The three basic dimensions (defined as clusters or groups of correlated traits) derived by Eysenck through his work are:

1. Introversion - extroversion
2. Neuroticism (emotional instability – emotional stability)
3. Psychoticism

These three basic dimensions refer to definite personality types i.e. introvert, extrovert, neurotic and psychotic. However, the term 'type' as applied by Eysenck stands clearly for a dimension along a scale with allow end and a high end for putting people at various points between the two extremes. While the high end on the first dimension introversion – extroversion, includes the highly extrovert recognized as sociable, outgoing, impulsive, optimistic and jolly people, the lower and typifies the highly introvert recognized as quiet, introspective, reserved, reflective, disciplined and well ordered people.

Eysenck believed that purely extrovert or purely introvert people were rarely found and he, therefore, preferred to use a dimension i.e. a continuum ranging from introversion to extroversion instead of naming types as introverts and extroverts.
The second major dimension suggested by Eysenck involves emotional instability at the lower end and emotional stability at the upper end describing people as neurotic and not neurotic. Thus as its lower end are the persons who are moody, touchy, anxious or restless and at the upper end are the persons who are stable, calm, carefree even tempered and dependable.

The third dimension is psychoticism. The people high on this dimension tend to be solitary, insensitive, egocentric, impersonal impulsive and opposed to accepted social norms while those scoring low are found to be more empathic and less adventurous and bold.

Eysenck has also tried to make use of Catell’s basic dimensions for the measurement of one’s personality by developing an appropriate set of questions in the form of two well known inventories – the Maudsley personality inventory and the Eysenck personality inventory.

The contribution of Eysenck’s theory to describing, explaining and predicting ones behavior and personality are notable and worthy of praise. He has pretended a viable synthesis of the trait and type approaches given personality a biological –cum – hereditary base accepted the role of environmental influences in shaping and developing personality and exploded many myths and over generalizations of psychoanalytical theory.

In addition to its close focus on individual differences and principle of behavior changes, his theory has contributed to the study of criminology, education, aesthetics, genetics, psychopathology and political ideology.
All Port’s Theory

All Port G.W (1897-1967), was the first theorist who, by rejecting the notion of relatively limited number of personality types, adopted the traits approach for the description of highly individualized personalities.

According to All port, traits are basic units of personality. Each of us develops a unique set of such organized tendencies termed as traits in the course of our continuous and gradual development. All port distinguished three types of traits namely cardinal traits, central traits and secondary traits.

Cardinal Traits: Cardinal traits are the primary traits, so dominant in one’s personal disposition that they colour virtually every aspect of one’s behavior and attributes. These traits, if found in an individual, are limited in number to just one or two.

Central Traits: Central traits present those few characteristic tendencies which can be ordinarily used to describe a person.

Secondary Traits: Secondary traits are not as dominant as the cardinal or central trait. They appear in only a relatively small range of situations and are not considered strong enough to be regarded as integral part of one’s personality.

1.4.5.2 Psycho- Social Theory of Personality

Erikson (1963) stresses the importance of early family experiences and unconscious thought. He believes that it is during adolescence that individuals begin a thorough search for who they are, what they are all about and where they are going to in life.
According to Erikson personal growth is the result of conflict or tension at every life stage. This tension occurs because the person strives to adapt to cultural demands and at the same time to preserve a sense of individuality and personal meaning. He calls the conflict of each stage a psychosocial crisis. He developed an approach that, psycho-sexual and psychological growth occur together and that each stage of life is characterized by a crisis or major turning point at which individuals either achieve or fail to achieve successful resolutions.

Erikson describes eight life stages corresponding to psycho social crisis. He assumes that the order of the stages is fixed, the nature of resolution of one crisis will influence the person’s capacity to resolve subsequent crisis. He described adolescence as a period of conflict between pressures toward identity formation and the threat of role diffusion.

The following are the psycho social developments associated with eight life stages.

<table>
<thead>
<tr>
<th>Life Stage</th>
<th>Psychosocial Crises</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infancy</td>
<td>Trust Vs Mistrust</td>
</tr>
<tr>
<td>Early childhood</td>
<td>Autonomy Vs Shame and doubt</td>
</tr>
<tr>
<td>Pre-School Age</td>
<td>Initiative Vs Guilt</td>
</tr>
<tr>
<td>School age</td>
<td>Industry Vs Inferiority</td>
</tr>
<tr>
<td>Adolescence</td>
<td>Identity Vs Identity Confusion</td>
</tr>
<tr>
<td>Young Adulthood</td>
<td>Intimacy Vs Isolation</td>
</tr>
<tr>
<td>Adulthood</td>
<td>Generativity Vs Stagnation</td>
</tr>
<tr>
<td>Later Adulthood</td>
<td>Integrity Vs Despair</td>
</tr>
</tbody>
</table>
1.4.5.3 Freud’s Psychoanalytic Theory of Personality

Psychoanalytic means several things of a system or school of psychology, a theory of personality and a method of therapy and a technique of search. The human mind has three main divisions namely, the conscious, semiconscious and unconscious. These three levels of the human mind are continuously in a state of clash and compromise to give birth to one or the other type of behavioral characteristics resulting in a specific type of personality.

Freud (1947) believed that all psychological events were tied to biochemical characteristics of the human body. He believed that eventually the mental functions he identified as id, ego, super ego would be tied to areas of the brain that govern impulse expression, reality, assessment and conscience.

Personality according to Freud consists of three major systems id, the ego and the super ego.

**The Id:** The Id represents uninhibited impulses. Id is the original personality system out of which the ego and superego develop. At birth the Id is composed of everything psychological that is inherited. As life unfolds the Id continues to represent the inner world of subjective reality. It is entirely unconscious and often referred to as the reservoir of psycho energy.

The Id operates by the pleasure principle. For the Id pleasure means a state of relative inactivity or of low energy levels, pain means a tension that is brought about by excitation or increases in energy. The Id consists of psychic representations of drives. It is the primary source of psychological energy or libido. The Id operates without concern for reality.
constrains. It continually presses for expression and fortification of impulses.

**The Ego**: The ego evolves out of the Id to enable the organism to deal with reality. Only the ego can distinguish between things in the mind and things in the external world. Ego is the term for all mental functions having to do with the person’s environment.

The ego is said to obey the reality principle, which require that action be delayed until ego can determine whether something has existence in objective reality. Thus the ego temporarily suspends the pleasure principle which demands immediate action and by means of the secondary process. Realistic thinking delays action until it finds a need satisfying object. This process involves, reality testing.

**The Super Ego**: The super ego includes two elements, the conscience and the ego ideal. The super ego evolves out of the ego and represents parental values or the society’s standards as the parents have interpreted them. Gradually the child incorporates the behaviors its parents approve into its ego ideal and those its parents disapprove into its conscience. These two subsystems of the super ego then reward the child with feelings of pride for approved behaviors and punish it with feelings of guilt for disapproved actions.

1.4.5.4 Learning Theories

**Dollard and Miller’s Stimulus – Response Theory**

John Dollard and Neal Miller developed their theory of personality stressing the importance of learning. It was based on a small number of observable, simple processes and elements.
In their own words...“in order to learn one must want something, notice something, do something and get something”. Stated more exactly, these factors are drive, cue, response and reward.

**Skinner- Personality as Behavior**

According to Skinner, much of our behavior, especially in the company of others involves freely emitted operants or responses. If an operant is reinforced, Skinner asserts, we will be more likely to emit that operant in a similar situation.

Thus, the two important concepts which influence the development of personality are generalization and discrimination which influence the development of personality.

**Bandura - Social Learning Theory**

Bandura (1977) has a very different view. He maintains that even by observing models (any person) perform a response for which he or she is rewarded, learning occurs. His theory has three primary components: 1. One’s behavior, 2. The environment in which he behaves and observes others’ behavior, and 3. Self efficiency – one’s beliefs about one’s ability to perform the behaviors required to achieve the outcomes one’s desires. Bandura believes that gaining a reinforce determines whether or not a response is performed, not whether it is learned. So novel behaviors can be acquired just by looking.

**Carl Rogers - Person Centered Theory**

Carl R. Rogers presents a very different theory of personality than any of his predecessor. Along with Abraham Maslow he established the self – growth theories of personality. The resulting movement advanced the
study of personality well beyond reliance on the traditional psychodynamic or learning-based theories of personality. According to Rogers, “Behavior is basically the goal-directed attempt of the organism to satisfy its needs as experienced, in the field as perceived”. Two aspects of the person are essential to understanding Roger’s theory: The organism of the person and the self. The organism is the focal point of all experience. This experience, defined from the person’s own point of view, involves everything that could (not is, could) be experienced. It changes from moment to moment. The total of this experience is called the phenomenal field.

1.5 Adjustment

Adjustment is a very important factor, for better academic achievement and for effective educational procedure. Secondary school students are in a stage of adolescence, a very crucial period. A number of physical and psychological changes occur in all dimensions of development. All the aspects of the growth and development, physical, intellectual, emotional, social, moral etc., are closely linked. Growth and development of the nervous system influences the growth and development of intellectual powers. Physical development influences the total make up of an individual. Thus it is considered that proper adjustment is very much essential for the normal behavior of the adolescent. The process of adjustment starts from the birth of the child and continues till his death. The concept of adjustment is as old as human race on earth.

The growing personality tends to adjust to the changing environmental conditions as viewed by Herbert Spencer (1864) or adjust the environment to suit one’s needs as viewed by John Dewey within the limits of personal abilities and involvement.
The term adjustment refers generally to the relationships that any organism establishes with respect to its environment. It is a state of complete equilibrium between an organism and its environment. The term usually refers to social or psychological adjustment. The social transitions of adolescents focus on such diverse areas of personality as identity, independence, sex roles, morals, values and achievements.

**Symonds (1933)**: “Adjustment is a satisfactory relation of an organization to its environment”.

**Gates and Jersild (1948)**: “Adjustment is a continuous process by which a person varies his behavior to produce a more harmonious relationship between himself and his environment”.

**Ruth Strong (1949)**: “Adjustment is a process and not a state”.

**James Drever (1952)**: “Adjustment means the modification to compensate for special conditions”.

**Shaffer, L.S (1961)**: “Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs”.

**Arkoff (1968)**: “Adjustment is the interaction between a person and his environment. An individual is adjusted if he is adjusted to himself and to his environment”.

Psychologists have interpreted adjustment from two important points of view: adjustment as achievement and adjustment as a process.
1.5.1 Adjustment as an Achievement

The most widely emphasized aspect of adjustment is achievement; this makes sense to the businessman who must hire personnel who will be most effective at the job, often under adverse circumstances; to military leaders who must select men who can adjust to the stressful conditions of military combat and to the psychological deprivations that are sometimes associated with military service; to educators because education opportunities can be wasted by a person who is failing to make a satisfactory school adjustment; to society in general, which must pay the cost of widespread maladjustment in the form of neuroses, psychoses, and character disorders. Defects of adjustment waste the manpower resources of the community and require huge custodial and therapeutic expenditures.

If one talks about adjustment in terms of achievement, that is, how good or bad it is, then one must consider criteria to determine the quality of adjustment. Such criteria have been provided by the culture in terms of its own particular value system.

We must recognize that in other cultures or in other generations other criteria are often utilized, and some of the present indices of good adjustment might conceivably become signs of psychological illness in future generations. In some ancient societies, being psychotic and having hallucinations identified a person as a God and someone to be revered. In others, it meant that he was possessed of devils and should be destroyed or imprisoned. Developing serviceable criteria of adequate adjustment requires value judgments, which are not scientifically derived but which depend on people’s beliefs as members of a particular society.
1.5.2 Adjustment as a Process

In the analysis of behavior as a process of adjustment, it is possible to take a longitudinal view of the problem and consider the genesis of the characteristic ways in which a person copes with demands made upon him. We can examine the gradual emergence and maturation, from infancy on, of psychological functions such as perception, abstraction, and self-control, which give a person progressively more mastery over his impulses and his external environment. The nature of his adjustment at any point in time will depend upon the form his development has taken and will be based upon biological factors in growth as well as upon his social experiences.

1.5.3 Characteristics of a Well Adjusted Person

A well adjusted person possesses the following characteristics:

- **Awareness of one’s own strengths and limitations**: A well adjusted person knows his strengths and weaknesses.

- **Respects one’s self and the others**: Dislike of one’s self is a typical symptom of maladjustment. An adjusted individual has respect for one’s self as well as for others.

- **An adequate level of aspiration**: His level of aspiration is neither too low nor too high in comparison to his own strengths and liabilities. He does not try to reach for stars and does not repent by selecting an easier course for his advancement.

- **Satisfaction of the basic needs**: His basic needs like organic, emotional and social are fully satisfied or in the process of being
satisfied. He does not suffer from emotional craving and social isolation. He feels reasonably secure and maintains his self-esteem.

- **Does not possess critical or fault finding attitude**: He knows how to appreciate the goodness in the objects, persons or activities. He does not try to search for the weakness and faults. His observation is a scientific one rather than punitive. He likes the people, admires their qualities and wins their affection.

- **Flexibility of his behavior**: He is not rigid in his attitude or way of living. He can easily accommodate or adopt himself in the changed circumstances by making necessary changes in his behavior.

- **Capable of struggling with odd Circumstances**: He is not easily overwhelmed by the odd circumstances. He has sufficient will and courage to resist and fight against odds. He has an inherent drive to master his environment rather than passively accept it.

### 1.6 Decision Making

Adolescence is the period of maximum growth with regard to mental functioning. Intellectual powers like long term memory, logical thinking, abstract reasoning, problem solving and decision making abilities are developed. Hero worship is the most prominent, they love adventures, wandering, and fairy tales and develop interest in reading books.

The cognitive development takes a fast pace during the adolescence. Teenagers accumulate general knowledge and start applying the learned concepts to new tasks. Interest in learning life skills, such as cooking, fixing things, driving and so on, from adults at home and elsewhere is also seen during these years. In terms of school, there is a great transition for the
budding adult, from being the top-notch position in the junior school; kids become the youngest, smallest and least powerful in middle or high school. A sense of ego and personal uniqueness also creep in the youngsters, who start thinking that no one can really understand them.

Every person is called upon to make decisions throughout the course of his/her everyday life. Some of these decisions are truly significant; they have far reaching influences on one’s own, as well as on others’ failures. Other’s decisions are trivial; their effects are unimportant even at the moment they are made. Decisions thus come in many forms and sizes.

A high school teacher has to deal with adolescent students who in their period of adolescence, “storm and stress”, look up to the teacher as a role model and many times as a guide. So, especially institutions concerning the psychological problems of adolescents, effective decision-making on the part of the teacher is crucial, and wise decisions can go a long way in moulding the personality of the students concerned.

A student faces a series of problems in his life with concomitant decisions regarding the courses to be taken, the career to be chosen, the person to be married to, and so on. One has to make decisions frequently. So, one has to be practiced, proficient and skilled in solving tasks or coping with situations through appropriate decisions. However there is evidence that, often decisions are difficult for people to make (Miller, 1987).

In addition, decision-making is one of the most important recurrent human activities (Hogarth, 1980) and involves a judgment or a choice between alternatives.
Decision making is a critical component of, not only personal life but also of many professions, where specialists apply their expertise in a given area to make informed decisions. In fact, the idea of decision making as sophisticated skill may appear to be strange. But, studies indicate that wise decisions are decisions that are made using a definite process involving careful consideration of alternatives or options. They also depend on the values, perceptions, experience, and intelligence of the decision-maker.

Decision making ability is necessary for successful adjustment. They have the ability to think about their future and can differentiate what is good and what is bad for him.

**Walker, D.S. (1987)** Decision making is the process of selecting one course of action from several alternative actions.

**Harris, R. (1988)** Decision making is the process of sufficiently reducing uncertainty and doubtful alternatives to allow a reasonable choice to be made from among them.

**Harris, R. (1998)** Decision making is the process of identifying as many alternatives as possible and choosing the one that best fits the decision maker’s goals, desires, values, lifestyle etc.

### 1.6.1 Features of Decisions

Although decisions vary in nature and significance, they have certain features in common which are a) intellectual efforts b) choice of alternative and c) overt action. These may be represented by three mutually, perpendicular edges of cuboid as shown below.
The volume of the cuboids may be assumed to be proportional to the quality of the decision. Hence we must maximize all three features in order to ensure a good decision.

The three features of decisions as given by Max (1976) are explained below. Decisions are typically the result of a certain amount of intellectual effort—thus reflex or automated habitual responses are not decisions. The critical variable is the amount of deliberation required.

(a) Decisions always involve the choice of one or more alternatives as an answer to an explicit or implicit question of some sort.

(b) Most decisions have more or less immediate implications for overt action of one kind or another.

The more significant decisions of course are ones in which overt action is taken.

**1.6.2 Decision Making Styles**

All the individuals approach in the decision making is not same. There are different styles of decision making. The following list (Rutgers
university career service 2005) identifies a number of different decision-making styles.

- **Fatalistic Decider**: One who leaves the resolution of the decision up to the environment or fate. “Whatever will be, will be” type.

- **Complacent Decider**: One who goes along with someone else’s plan rather than making an independent decision, especially when that plan doesn’t agree with one’s own beliefs.

- **Delaying Decider**: One who delays thought and action on a problem: I’ll think about it later type.

- **Agonizing Decider**: One who spends much time and thought in gathering data and analyzing alternatives only to get lost amidst the data gathered.

- **Paralytic decider**: One who accepts the responsibility for decisions, but is unable to do much toward approaching it.

- **Play-it-safe decider**: One who almost always picks the alternative with the perceived lowest level of risk: “I like anthropology, but I can get Job in accounting” type.

- **Planner**: One whose strategy is based on a rational approach with some balance between the cognitive and emotional.

### 1.6.3 Common Strategies of Decision Making

- Choose the most effective changes to make in the existing scheme of things identifying the most important problem to solve.

- Choose one which has a number of apparently good options and many factors to be considered.
Choose one by weighing ‘pros’ and ‘cons’ and by looking at all the forces for and against decision.

Choose the very best depending upon the importance of the problem, time available, resources available, personal values etc.,

Choose the first ‘satisfactory’ alternative instead of the best from all the available alternatives.

Choose the best one without considering risks involved.

Choose one with least risk.

1.6.4 Decision Making Process

State the decision one wishes to make in a precise sentence.

Think about why making this decision is important.

Analyze the situation which has necessitated the making of a decision.

Think of as many options/alternatives as possible.

Think of possible consequence, both positive (pros) and negative (cons), for each one of the options and then make the decision.

1.6.5 Factors Influencing Adolescent’s Decision Making

Gender Differences in Decision Making: Adolescent boys and girls do differ in their perceptions of and concerns over health-related risks and benefits, for example:- girls are more likely to believe that they can get pregnant from having unprotected sex, get lung cancer from smoking, and have an accident while driving drunk. In contrast, boys perceive that they are more likely to experience positive outcomes.
such as experiencing pleasure from sex, smoking and drinking. Despite these differences in perceptions, studies have not determined whether the actual decision-making process differs between adolescent boys and girls. The few studies that have examined gender differences in decision making have generally found that the process is remarkably similar.

➢ **Age Differences in Decision Making**: Given the importance of understanding age differences in competent decision making, there are surprisingly few studies that have compared adolescents and adults decision-making or examined age differences in decision making competence within the adolescent years. A review of the small literature base paints a mixed picture regarding adolescent decision making competency, with some studies suggesting no or few age differences between adolescents and adults, and others showing significant age differences, with younger adolescents demonstrating less competence than older adolescents.

1.7 *Adolescence*

The age of adolescence denotes a very eventful period during which the growing person makes the transition from childhood to adulthood. It is no doubt a very important period one’s life, a period that is really unforgettable. It is so significant in so many aspects, starting from young person’s innate capacities, goals, aspirations and psychological implications of transition from the development of primary and secondary sex characteristics towards physical maturity and also attainment of mental and emotional maturity. Thus adolescence is a powerful formative
time of transition to adulthood, roughly concurrent to second decade of life. According to a social scientist “adolescence is a period in which children attain physical maturity but are not burdened with adult roles and responsibilities – is an epiphenomenon of modern, industrial societies (Cald will et. al 1998).

Adolescence begins approximately at the manifestation of puberty. (Jersild, 1963). An exact span of years is not linked with adolescence.

It is also important to observe the role that adolescents play in the origin and maintenance of patterns of cultural changes as expressed by Eisenberg (1985). Adolescence as a distinct developmental stage, is critical in its impact on a changing society as well as it has on the development of the individual. It would be interesting to observe cultural influences and the role of adolescents can play in the origin and maintenance of the patterns of cultural change. (Kimmel and Wiener 1985).

Adolescence has been viewed by some theorists as an artifact of culture (Mead, 1928) and by others as a phenomenon determined by psychological forces within the individual with storm and stress as the inevitable and universal consequence (Freud, 1958). Erikson (1963, 1968) regards adolescence as a time of maturational crisis but taking into account the influence of social and biological forces, adolescence seems to be a time in many technologically advanced western cultures, where one is confronted with the problem of self-definition.

The period of adolescence has universally been termed as a critical period and problem age, an upsetting and turbulent stage, the inevitable and universal consequences for adolescents (Freud, 1947). They tend to be
rebellious and do not like domination although they need parental
guidance. This being a transitional period Freud and his followers
believed that because of the nature of psychological changes the
adolescent had to go through, adolescence was stormy and stressful. The
most difficult to cope with according to Freud was transition to full adult
sexually.

Strag (1957) : Adolescence as the “developmental stage beginning
with puberty the period when sexual maturity occurs and the attainment of
the emotional, social and other aspects of adult maturity”.

Kennedy (1975) : Adolescence as the “transitional years between
puberty and adulthood in human development, usually covers the teens”.

Jersild (1952) has emphasized the following characteristics of
adolescents :

➢ Firstly, the adolescent strives to grow up, to bring and yet also have
  some of the security that goes with being little.

➢ Secondly, there is something radical about being an adolescent, yet also
  something conservative.

➢ Thirdly, the adolescent, if able to draw upon his /her resources has a
great capacity for flexibility, yet he/she is also in many ways, a rigid
person. Psychology of adolescents covers various facts of development.
  Such as physical, intellectual, emotional, psychological, religious and
  moral.

Adolescence is defined by the world health organization as the
period between 10 and 19 years of age. Adolescents account for about
1/5th of Indian population and half of them are girls (The Hindu, 2001).
Adolescence is characteristically an important period in the life span and also as remarked by Stanley Hall, one of the first psychologists who described adolescence as a period of “storm and stress”.

Adolescence is the period of transition between childhood to adulthood. It is a period when rapid physiological changes and demands for new social roles take place. The adolescents, due to these changes often face a number of crises and dilemmas. Adolescence is considered to start with the onset of puberty. Puberty is defined as a period of transformation from a stage of reproductive immaturity to a stage of full reproductive competence. Adolescence is the period in the life span of a person when he or she assumes the ability for reproduction.

Adolescence is the period of development from pubescence to adulthood. It is the period when the child moves from dependency to autonomy. It is a period demanding significant adjustment to the physical and social changes which distinguish childhood behavior from adult behavior. The stage of puberty brings in a number of physical and physiological changes. The main physical changes that take place during adolescence are follows:

1.7.1 Development and Changes in Adolescence

The period of adolescence not only brings physical change but also psychological changes that make the child a qualitatively different person. These changes affect the personality and adjustment in later life. Let us study about some of the features of cognitive development that take place during adolescence.
Physical Development: Adolescent years are not just marked by growth in height, but involve a whole lot of other physical changes such as development of bones, muscles, and organs in the teenager. A prominent change is the onset of puberty, in both males and females. It marks sexual maturation of the child while for girls, her first menstruation is the sign of puberty, for guys it is the appearance of the first few whiskers. Testosterone in males and estradiol in females play a significant role in pubertal development. The average age for sexual maturation is 12.5 years for boys and 10.5 years for girls.

In adolescence there is a sudden shoot up in growth, in size, height and weight and thus attain their maximum development. All glands become extremely active, muscular strength increases and they are more active in their work. Change of voice and hair growth is associated with puberty. Beard and moustache in boys and hair in armpits appear in both sexes. Primary and secondary sex characteristics develop; girls and boys attain all the male and female characteristics. They are very conscious of their body changes. All systems as respiratory, circulatory, digestive systems and B.P., heart and pulse rate acquire their full growth. Brain is fully developed by the age of 18 years. Physical development is an important factor in social, emotional, intellectual development and individual personality. Due to rapid physiological changes taking place in an adolescent, a consciousness and increased interest about one’s own body develops. The body image can bring a sense of fun, pride, shyness or even unhappiness.

Social Development and Social Change: In terms of social development, there is a constant friction of adolescent with their
parents, siblings and relatives. While parents fail to give personal space to their young adult, the teenager, on the other hand, finds that his/her parents are too interfering and do not understand him/her at all. During adolescence, teens spend much of their time with friends. Peer pressure is also one of the important elements during this age. Groups and crowds become more heterogeneous and heterosexual and like other phases of the life span, adolescence is shaped by the socio cultural context in which it occurs. The skills young people are expected to master, the kinds of choices they must make, and the settings they negotiate during the adolescent years are prescribed by social institutions (eg: the educational system) and by shared expectations concerning the requirements for success in adulthood (Crockett, 1997).

Social change, which entails large-scale alterations in ideological, technological and economic systems within societies, has significant implications for adolescent development. For example, social change can affect the structure and dynamics of social contexts that adolescents experience on a daily basis such as family, school, and youth groups. It can also alter the social institutions and cultural belief systems that organize the adolescent period.

From an ecological perspective (Bronfenbrenner, 1979, 1989), adolescent development takes place within the immediate social contexts of everyday life: the family, the peer group, the school, and increasingly, the adolescent workplace. The roles and relationships within these ‘Microsystems’ form the basis of daily interactions between the adolescent and the social environment which, over time, shape individual development.
The effects of social change do not apply uniformly to an entire population. Rather, effects vary as a function of the individual’s age or developmental status at the time of the social transformation. Social change is expected to have implications for adolescent development and adjustment. Although some degree of social change is characteristic of modern industrialized societies, changes that alter the organization of social life are presumed to present major adaptive challenges that can overburden the coping capacities of some young people. This should be especially true when young people are also attempting to cope with the normative changes of adolescence or with no normative life events such as parental death (e.g., Petersen, 1987). Certainly, the degree of challenge depends on the scale, rate and pervasiveness of change. Large-scale political reorganizations that permeate all levels of society may have greater effects than more circumscribed changes that primarily affect a single micro system. Where change is more gradual and limited, most people can find a balance between what worked in the past and what the new situation requires. Thus, the danger lies not in change but in rapid, pervasive change.

Further, as is true for most crises, social change implies both risks and opportunities. The balance between these two sides of the coin is not the same across phases of the life span or for individuals who held different social positions before the change.

➢ **Through the Use of Technology**: Technology use has increased and is a significant vehicle for socializing as well as academic and technical learning. Students who are shy, however, may not be taking as much advantage of the potential for social practice and social learning. Recent
studies have shown that participating in one-on-one and group communication, as well as developing on-line relationships, reduces shyness in equivalent situations off-line. A six month longitudinal study of new Internet users demonstrated that Internet use decreased shyness off-line (Roberts, 2000) and a study of Computer mediated communication (CMC) via synchronous social text-based virtual environments (MOOs) also reduced shyness (Roberts, 2000). Shy individuals reported being less inhibited in social interaction on-line, finding on-line environments safe places to practice. They were also able to change perceptions of their own interpersonal skills.

- **Emotional Changes and Development**: Physical changes are often accompanied by emotional tensions. The adolescent is exposed to new social situations, patterns of behavior and societal expectations which bring a sense of insecurity. It has been found that there is increase in the incidence of depression. The adolescents show the tendency of impulsive urge to take immediate action which often leads to risk taking behavior. The peer group support emphasizes the decision of risk taking behavior.

Adolescence is marked by heightened emotionality. Emotions like anxiety, fear, love, anger etc, are heightened up and they can express their emotional feelings in relation to abstract objects. They develop competencies to bear the tensions of different social situations. They can share their emotions and feelings with others. They are very much sentimental and passionate; some have feeling of lonesomeness, insecurity, and personality weakness etc. Feeling of superiority is a pleasure to them.
Change in Attitudes, Interest and Interpersonal Relationships

The adolescence brings a change in the habitual pattern of behavior, attitude and personality. There are marked changes in the adolescent’s social interest. Adolescents use new set of values in selection of friends and social grouping.

Moral Development: The child’s moral development depends upon his cognitive development. With the development of social and civic sense they learn to behave according to the norms of their society and culture. The impact of religion and religious practices is also felt for the first time at this age in one’s life. Moral development refers to the child’s acquisition of the set of standards which he uses to guide his behavior, discipline, compliance, identification, and initialization. In these levels they respond positively because they accept the demands of authority. Basic moral principles arise out of experiences of social interaction between self and others. It largely depends on the cognition of an individual about the world.

All the aspects of the growth and development-physical, intellectual, emotional, social, moral etc. are closely linked. Growth and development of the nervous system and physical development influences the total make up of an individual.

1.8 Need for the Study

The widespread psychological misery that stems from inadequate adjustment is reason enough to study the problem in the hope that adjustive failures can be understood and prevented or successfully treated when they do occur.
Since adolescence is a period especially marked by physical, mental and emotional changes, one can expect corresponding changes in the personality of the adolescent subject. Mental maturity is reached during adolescence. There are some rather abrupt organic changes involved. The thymus gland ceases to function, the sex glands begin to function and thus a new endocrine balance is established. The child’s egocentric nature takes on a social form, correlated with the changed endocrine self. The child is now held responsible for acts committed by the self, society looks upon the personality as a growing social force. The impression the growing individual makes upon others is changing with the growing elements that contribute as a general configuration to personality.

The study is undertaken by the researcher because of the universal importance given to adolescents. The importance given to children in the earlier days is now being shifted to adolescents. All the psychological, social emotional and practical needs of the adolescent child are to be taken into account to cultivate the qualities of discipline, co-operation, sensitiveness and tolerance for their physical, mental and social development. School and society in this period play a vital role in shaping and moulding the personality of the adolescents.

The main aim of the Secondary Education Commission is developing democratic citizenship. If a person is adjusted to a reasonably adequate environment then he is relatively happy, efficient and has a degree of social feeling. It is clear that adjustment is considered as an inclusive term which established relationship between the individual and his environment through which his needs are satisfied in accordance with the social demands.
Adjustment means accommodation of oneself to something to be comfortable with it and to accept it. It implies more or less positive acceptance of prevailing cultural standards and aspirations. All human beings in the world wish their lives running with happiness and harmony. So they try to find out different ways to achieve their goal—this is the way of adjustment.

Education is one of the most important weapons to make the individuals to develop a process of adjustment through which they could reduce the frustration and make their lives happy.

If we could guarantee to each high school student that he would be a truly well adjusted person by the time he left high school, we would be doing him a service greater than all others that we might do put together. We would be assuring him the best possible basis for happiness. We would be saving him from all the misery that can come because of his own personality difficulties.

Adjustment is very important factor for better academic achievement and for effective educational procedure. Adolescents who are well adjusted socially and emotionally and who have healthy levels of self esteem can easily cope with the social and emotional as well as academic tasks. Adjustment is an important psychological variable.

All the students in a class room cannot be alike depending upon their parental background. The influence of the school on a child’s personality is more powerful than generally recognized by teacher, parents, school experiences with the curriculum, with the content and methods of teaching etc., all are important to develop the adolescents’ personality.
The individuals have to make many decisions in his life. Life appears to be a never ending process of making decisions. Sometimes there may be so many decisions to be made that one is likely to be overwhelmed but the number of decisions which had far-reaching consequences not only to our life but also to the lives of others. We all make decisions of varying importance every day. Sometimes one has to make ‘whether type’ of decisions e.g. whether to buy a new TV or not, sometimes ‘which’ type of decisions e.g. Which TV to buy, and some times, ‘if –then or conditional ’type of decisions e.g. I will buy only if I get the expected pay hike. They make little impact on our life style. They just happen. Many do not think of these ROUTINE decisions as decisions because they are respective and are made in structured situations. People are certain of the procedure and are sure of the results. Many are conditioned to make that decision. But, there are some situations which are completely unstructured due to unexpected problems, or as in facing a crisis situation or as in the case of utilizing unexpected opportunity- these are NON-ROUTINE decisions. Some of the decisions appear to be ‘trivial’ or ‘unimportant’, but they might be important. In fact, the cumulative effect of millions of such decisions determines the outcome of people’s lives. Decision-making is a critical component of not only personal life but also many professions, where specialists apply their expertise in a given area making informed decisions. Adolescent period is stress and strain period. Due to their emotionally loaded life they may not consider all the possible alternatives to take any decision. Out of their enthusiasm and anxiety they may not predict the consequences while
taking decisions. Teachers, parents and society have to train them to take their own decision by thinking as many options/alternatives as possible.

**Why on Adolescents**

In pursuance of the commitments and recommendations of various international organizations and committees, the year 2003 has been declared as the year of ONE BILLION ADOLESCENTS in India, indicating the importance of adolescents in the development of the nation. The document has made several recommendations of which specialized studies to understand the nature of changes in the growth and development of the personality is one. This helps to ensure the well being of adolescents as recommended by UN agencies. As on March 2001, 22.8% of the population of India constitutes adolescents. Any study on the major chunk of the population helps in the overall planning for the development of the country.

Hence, there is dire need for teachers, parents to focus attention on the personality, adjustment and decision making of the adolescents.

**1.9 Scope of the Study**

The present study is confined to the personality, adjustment and decision making of adolescents. The investigator has taken IX class students as a sample because they are in a stage of adolescence, which is not only very crucial period but also a period of rapid growth and development of their varied personality features like boldness, competence, creativity, enthusiasm, excitability, individualism, innovation, leadership, maturity, mental health, morality self control, sensitivity, self sufficiency and social warmth.
The study is limited to the selected variable such as gender, locality, medium of instruction, type of school, nature of home environment, order of birth, economic background and academic achievement.

Personality dimensions are based on leading-edge research into human motivation and behavior and help to explain what motivates behavior in people with different personalities or temperaments. This interactive human relations and communications process enhances the basic values of self-esteem, dignity, self-worth and so on.

It is necessary to obtain fullest information in the shortest time about most personality dimensions. It is not nearly concerned with some concepts like neuroticism or adjustment or some special kind of ability. It is necessary to assess personality as revealed through different dimensions in which adolescents differ.

Real replicable and objectively measurable dimensions of personality constitute multi dimensional personality assessment series. Out of the twenty dimensions of personality in the multi dimensional personality assessment form-T academic achievement, adoptability boldness, excitability, individualism, tension, general ability, guilt proneness and self sufficiency were set a part and the remaining personality dimensions were chosen for the present study.

1.9.1 Personality Dimensions

- Competition : Highly competitive teenagers are self – assertive, dominant and aggressive. They are forceful and are generally very direct in their relations with other people. They like to put their own ideas into practice and enjoy having things their own way.
Creativity: Creative adolescents tend to be independent, undemonstrative, high on scholastic and mental abilities, sensitive to scientific reasoning and experimental thinking. Creativity is a combination of various other personality dimensions. They may be self-assured, self-sufficient and self-sentimental about their image or dull, emotionally less stable and impatient and threat sensitive or warmer hearted and cheerful types.

Enthusiasm: They are generally happy go-lucky, lively and enthusiastic having more friends. They enjoy parties, shows and prefer jobs that will offer change, variety and travel.

Innovation: Teenagers tend to be analytical, liberal, innovative, well-informed, more inclined to experiment with problem solutions, less inclined to moralize, etc. They feel that society should throw out traditions; they trust logic rather than feelings, favor relaxed laws and prefer to break with established ways of doing things.

Leadership: They have the ability to direct and control the attitude or actions of others. They have self-confidence, control, strong will power adventurous, responsive to people, persevering, determined, responsible and are usually quick and alert in their surroundings.

Maturity: This dimension is one of dynamic integration and maturity as opposed to general emotionality. They have ego-strength, stress tolerance and resources available to meet the challenges of the day.

Mental Health: They are well adjusted, have a zest for living, and are attaining self-actualization or self-realization and have capacity for
harmonious relationship in groups. They have emotional stability, self-security and low tension.

- Morality: Teenagers tend to be more persistent, more respectful of authority, and more conforming to the standards of the group.

- Self-control: This dimension may be treated as the ability to bind anxiety. They have strong control over emotional life and behavior in general and show socially approved character responses, behavior control, persistence, foresight and conscientiousness.

- Sensitivity: They are tender minded, dependent, over protected, fidgety, clinging, and insecure. They have imaginative aesthetic mind, a love of dramatics and certain impracticality in general affairs.

- Social warmth: They are warm hearted, personable, and easy to get along with and give presents to others, even without any occasion, enjoy social recognition, and are more tolerant of “difficult” people. They are also more likely to share their feelings with others.

1.9.2 Areas of Adjustment of Adolescents

The major areas of adjustment are Home adjustment, Health adjustment, Social adjustment, School adjustment, Emotional adjustment.

Home Adjustment

Home is the source of greatest satisfaction and security to its members, the relationships among the family members and their ways of behavior play a prominent role on the adjustment of an adolescent. Parents are responsible for heightened emotionality in adolescence. Change of roles and responsibility creates emotional tension. Lack of money, lack of
freedom, lack of understanding between parents, parents quarrels, parents aspirations etc., lead to very bad consequences and cause them to run away from their home or even commit suicide. According to Robers and Flemings study, the happy childhood group is better adjusted socially. Too much attention, parental repression, rejection of parents, parents criticism etc., influence the child’s personality. If they treat him as a person like themselves, the child asserts rights and accepts responsibilities. But if they diverge from this the child’s development may be distorted.

**Health Adjustment**

Physical health is very important factor for adequate social adjustment. If a child’s physical development and abilities are in conformity with those of his age mates and he does not feel any difficulty in his progress due to some defects or incapability in his physical organs, he enjoys full opportunity of being adjusted. Adolescents are very conscious about their physical appearance, those who are either underdeveloped or overdeveloped have great problem in adjustment.

**Social Adjustment**

One’s adjustment can be ascertained by one’s social development and adoptability to the social environment. The success in future social adjustment depends on parents and other members of the family, who lay the foundation of social development. In adolescence, the child enters a quite new field of social responsibilities. The society and parents place upon him new demands which bewilder him, so he fails to adjust successfully in the new role. Self-consciousness, personal pride and group loyalty are increased. School is the most appropriate place where a variety
of activities are organized to foster social development. Social functions, excursions, informal conversions, close contact with each other games, debates, seminars etc., train to participate in social activities. The teacher makes an appraisal of each student’s social interests, his socio economic conditions and organizes activities to foster socialization.

**School Adjustment**

Adolescents’ occupation plays a great role in their adjustment. The school environment casts its influence over the adjustment of the children. How far a child is satisfied with his school building, its discipline, time table, co-curricular activities and methods of teaching, class and school mates, teachers and head of the institution. According to “Ray Monal, N. Hatch and Bufford Stuffier-the role of the class room teachers is to provide a healthy class room environment that would complement the adjustment of each pupil. The teacher must know the personality characteristics of adolescents’ progressive changes that occur in the developmental pattern of adolescent.

**Emotional Adjustment**

Emotions play a leading role in one’s adjustment to self and his environment that operates for the satisfactory welfare of the individual. IX class students are in the age of adolescence. In this age of anxiety adolescents develop tensions, conflicts and quarrels in their relations with parents, siblings, peer groups and class mates. Parents play a prominent role in creating the type of atmosphere at home. Socio economic status also effects the personality development of the children.

The different emotions like love, affection, joy and pleasure cause, happiness in the individual. Adjustment emphasizes the quality and
efficiency of the adjustment in the environment. The problems of adolescent period deserve attention. The question of adjustment plays a prominent role in their life.

1.9.3 Components of Decision Making

Adolescents’ initiative in decision making influences their personal growth and ability to adjust.

- Emotional stability: Is the ability to manage emotions and remain calm in any decision making situation. When one is emotionally involved in a situation, he/she will not be in a position to be objective or to think logically. He/she loses his/her reasoning power. This is also true when one is under the sway of an emotion.

- Objectivity: Is the ability to describe decision making situations/problems exactly as they are without being influenced by one’s own or others’ feelings opinions and beliefs.

The most common tendency is to interpret the situation based on one’s own feelings, beliefs, values etc. and then describe it to his/her satisfaction and identity the issue as he or she would like it to be. Accepting information given by persons whom one trusts or by persons considered as ‘experts’ blindly, being over – influenced by information received first or giving disproportionate importance to some information, misrepresenting the situation while seeking opinion of others, making a choice because of some obligations or because ‘it feels good’ etc., indicate lack of objectivity. Mistaking one’s desires ‘for needs’ also hampers making of decisions objectively.
Self – knowledge : Is the ability to make a realistic analysis of what one is capable of doing and what one is not capable of doing before making a decision. Awareness of what one is capable of doing or not doing and one’s own beliefs, values, aspirations, desires, emotions etc. go a long way in clarifying objectives and making appropriate choices in decision making situations.

Knowledge of the situation : Is the ability to describe the context of the decision making situation as well as its elements and the inter-relationships. Unless one has full knowledge of the context in which the decision has to be taken as well as various socio-cultural or economical or psychological pulls and pressures operating in the situation which have a bearing on decision making, wise decisions cannot be made.

Logical thinking : Is the ability to think systematically and sequentially using valid principles of logic. Valid principles of logic imply employing the principles of deduction or instruction depending upon the purpose, not indulging in rationalization, avoiding over – generalizing/ over – simplifying, avoiding fallacies.

Rationality : Is the ability to take decisions or arrive at a conclusion on the basis of valid reasons or logic and not impulsively or by trial and error or on the basis of one’s own feelings, opinions and beliefs.

General intelligence : Is the general mental ability to understand, think, learn and apply relevant procedures in decision making situations.

The present study aims at knowing the adolescent personality in relation to their adjustment and decision making capacities.