CHAPTER I

INTRODUCTION

Adolescence as a phenomenon in human society is largely a product of modern culture and civilization. It is the most important and impressionable period of human life. Though physical changes that constitute puberty were recognised very early in the history of human race yet the very concept of adolescence started with the writings of G. Stanley Hall. He wrote two volumes in 1904 on the psychology of adolescence.

The term 'adolescence' comes from the Greek word 'adolescere' which means 'to grow' or 'to grow to maturity'. According to Horrocks adolescence is both a way of life and a span of time in physical and psychological development of an individual. It represents a period of growth and change in nearly all aspects of child's physical, mental, social and emotional life. It is a time of new experiences, new responsibilities and new relationships with adults as well as peers.

After a long period of relatively stable behaviour, the child suddenly becomes unbalanced, unpredictable and unstable as it passes into adolescence. Adolescence is the period of transition from childhood to early adulthood i.e., it starts at approximately 11-13 years and ends at 18-21 years of age, the exact time period however, depends on the diverse factors such as the surrounding culture and biological development. Generally, girls usually begin the
adolescence period a year or two earlier than the boys and similarly may also finish it a year or two earlier. In the present study the period of mid adolescence i.e., the span of years ranging from 15-17 years has been taken up for investigation.

Adolescence is widely accepted as a problem age. An adolescent because of his ambiguous status frequently finds himself involved in psychological problems. However, at adolescence the problem seems worse than they actually are or than they would seem at other ages. Since the 'teen' years represent a period in an individual's life of finding himself as a person, there is likely to be more or less struggle within the maturing adolescent as he attempts to determine his rights and responsibilities in his relationship with adults and with his/her peer groups. There are conditions and situations in the life of most teenagers, however, when the apparent thwarting of strong urges, impulses or ambitions may stimulate the arousal of severe disturbances.

Majority of the adolescents are confronted by more or less serious problems connected with their school experiences, work activities, home life and social relationships. Economic instability, parental discord, inadequacy of school offerings, inadequate recreational facilities, unwholesome neighbourhood or community conditions, unpreparedness for vocational activities and job placement and lack of understanding of adolescent
psychology on the part of parents and school faculties are the factors which are likely to predispose the adolescents towards maladjustment. Social expectations of more mature behaviour, social adjustment to opposite sex and others, religious doubts and unfavourable family relationships are likely to result in pitiful youthful confusion, conflict, feeling of insecurity and personal-social inadequacy. Problems associated with sex-maturing, mental development, peer group and society may also lead to disturbances and any type of maladjustment.

Beside psychological problems, one of the crucial developmental tasks that an adolescent has to accomplish is achievement of identity. A key aspect of becoming healthy, well adjusted person is the adolescent's ability to discover who he is, define himself and then begin a lifelong process of developing his potentials and abilities.

The process of development of self identity is at its peak during adolescence. Young men and women during this period must cope with family conflicts about independence and autonomy, with uncertainty about values and morality with doubts about their ability to cope in the adult world and with questions about who they are, what role in society they can fill and in general, what are they good for. Most of the adolescents steer through these years with their egos and their mental health intact. For some results are
exhilarting. For others, the experience of adolescence is overwhelming.

Erikson considered adolescence as the fifth development stage. According to him the core conflict of adolescence is Identity Vs Identity Diffusion and other conflicts of adolescence may be subsumed under it. The adolescent who successfully resolve his identity crisis are likely to be free from maladjustments and anxiety. The adolescent, unsuccessful in this resolution become ego-diffused. He lacks inner referents to which to anchor new experiences, he lacks adaptability and tends to fluctuate between unbending resistance and easy compliance.

The more disturbed the environmental conditions in which the adolescent finds himself for self realization, the greater will be the possibility of his inadequacy or undesirable development and consequently poor adjustment. Scientifically, adjustment is the course of behaviour an individual follows in relation to the demands of the internal, external and social environment. In this process an integral part of an individual's personality is the control that he/she has over the events occurring in their life. Adolescents who perceive an external locus of control believe that their life experiences are out of their own hands. They work less hard than the adolescents who perceive an internal locus of control and believe that their experiences reflect their own efforts and abilities. In other words, it is a generalized
expectancy, an abstraction developed from a host of experiences in which expectancies have not met with varying degrees of validation.

Adolescent's adjustment with various needs and concerns and tiding over their psychological problems is also facilitated by adequate socio-cultural environment. Family being the most primary social unit is in an important way conducive to the above process. Adolescent coming from a family characterized by harmony and cohesiveness are generally found to be better adjusted and have a more rewarding home life. Their family membership (as a member of continuing unit) provides a focus for personal pride that leads to a feeling of belongingness, acceptance and security in the adolescent. They tend to perceive family as a worthy and cohesive unit. Reversely, low family cohesion leads to feelings of insecurity in the adolescents and denies them the psychologically sound family environment needed for their optimum future, social and emotional adjustment. Family set-up thus in terms of harmony, congeniality and cohesion is very essential for an adequate growth and development of the adolescent students.

As the individual gains maturity in his physical and psychological development his ideas about self and self identity also tend to become stabilized. And the control, whether internal or external also helps him in his personality make-up which further results in his ability to adjust more
effectively with family, teachers and other members of the community.

NEED OF THE STUDY

During adolescence the process of growth and development is not always smooth and without any problem. Many a time, some situations come up or some events occur which hamper this process and create various kinds of problems. The psychological problems that occur during the period of adolescence may be associated with many root factors. These may be psychological such as personality needs, levels of psycho-physical and social maturity, intelligence, development of a sense of identity, self discovery and need for status, independence, more of control over things and events. Socio-cultural environment factors include inappropriate parental handling, uncongenial neighbourhood and school environment, inadequate peer grouping, social and academic competitiveness and many more. Need is, therefore, imperative to investigate how far they are actually contributing to the development of problems in them. Knowing their relationship to their background factors may enable parents, teachers and administrators to evaluate them and appreciate their need for guidance and counselling. Keeping in mind the fact that these determinants are significant, the present study is aimed at finding out the relationship between psychological problems, ego-identity, locus of control and family cohesion in the context of
adolescence period which is a significant developmental stage.

STATEMENT OF THE PROBLEM

In the light of the aforesaid discussion the investigator became curious to explore the relationship of some of the variables that seem to have a significant bearing on the adolescents, having or not having any problems in the areas of their psycho-social functioning and relationships. So, the problem selected reads as:

"Psychological Problems of the Adolescents in Relation to their Ego-identity, Locus of Control and Family cohesion".

CONCEPTS
Psychological Problems

Etymology of the word puts a problem as 'Anything thrown forward, a question prepared for solution'. Any significant, perplexing and challenging situation, real or artificial the solution of which requires reflective thinking is called a problem. Stein (1978) defines problem etymologically as "any question or matter involving doubt, uncertainty or difficulty, a question proposed for solution or discussion." Problems arise in any situation which the individual feels incapable of dealing with to his satisfaction.

Psychological problems belong to those more specific aspects of adolescent development that are specially conditioned
by special nature of cultural environment (Ausubel, 1977). Psychological problems include personality difficulties like those of adjustment, emotional problems as those of irritability, restlessness, swings of temperament, shyness, hesitancy and negativism etc. The adolescents psychological problems also cover those related to changes incidental to psychological development that youngsters experience. These are the problems of self consciousness, feelings of embarrassment and inadequacy and conflict related to sex etc. Emotional upsetting, indecision, crisis of purpose and meaning of life are some of the situations which lead to psychological problems.

The concept of problems also becomes clearer by referring to the various kinds of needs and concerns of adolescents enumerated by different psychologists.

Robinson (1950) described the psychological problems of young people as those related to adjustment, which may be personal, curricular, vocational and financial etc., skill problems and maturity problems. Sociological problems have their loci in home, school and vocational situations.

Cole (1954) has grouped adolescent psychological problems into eight interest and activity areas i.e., emotional maturity, establishment of heterosexual interest, general social maturity, emancipation from home control, intellectual maturity, the beginning of economic independence, adult uses of leisure and
the establishment of an interest in general principles of conduct.

According to Moser and Moser (1963), general problems of personal nature as found in college and university students besides the academic problems are lack of social aptitudes, romantic involvement, problems of finance, undesirable habits, have sickness and lack of self sufficiency.

Puberty is a period within which a constellation of changes occur. During mid-adolescence period both physical and behavioral changes do occur but at a slower rate than in the early years of adolescence. Besides rapid physical developments, adolescents are also concerned and anxious about problems of family relationships, school progress, educational and vocational future, relations with opposite sex and overall personality development. As they tend to be unrealistic about their abilities, they often feel incapable and inadequate in handling their problems.

During this period self awareness, self realization, self assertion and changes in interest develop gradually. Adolescent find himself taking interest in the opposite sex, in social and recreational activities and even in the books of a type that he/she formerly scorned. They realize themselves to be look like an adult, expected to be behave as an adult and consistently struggle for a status. Their desire for independence has loosened his/her ties with parents.
Furthermore, their social problems involve the learning to adjust to other people and to new and different situations. Being deprived of status in society leads to a state of chronic frustration in which irritability and emotionality are intensified. Exaggerated demands for independence, generalized contempt for adults and established values, conceit, arrogance, defiance of authority and hostile attitude toward parents and others are the common forms of aggression the adolescent exhibited (Gesell and Ames, 1956; Dixon, 1958). Manifestation of symptoms indicative of emotional tensions, rebelliousness, non-conformity, destructiveness, truancy and behaviour marked by shyness, seclusiveness, day dreaming and sometimes bizarre behaviour (delusions) are evidence of serious disorganization of the personality, in turn adds to maladjustment.

In recent years researches revealed that the problems faced by high and senior high school level adolescents differ not so much in type. Only the emphasis the adolescent places on problems changes as the individual grows older (Reddy, 1966; Hurlock, 1967). During the early adolescent years, the problems center around physical appearance; health and physical development; school work; relationships with members of their families, their teachers and peers of both sexes; the choice of vocation; money, personal adjustment; morals and sex (Amatora, 1957; Jackson and Getzels, 1960; Meissner, 1961; Reddy, 1966; Sarojini, 1971; Sidana, 1977; Goswami, 1980;
Contrariwise, the mid or older adolescent is concerned with the problems relating to his college grades, his ability to graduate, how to study effectively, selecting a career, the training needed and the opportunities available etc. The social, personal and recreational problems relating to shyness, feeling of inferiority, social sensitivity and making friends, lacking leadership ability and lacking skills in sports and games etc., family problems centered on the parental discord, conflicts, difference and clash of opinions, money matters, living conditions etc. (Reddy, 1966; Seth, 1970; Sarojini, 1971; Smith and Sarson, 1975; Sidana, 1977; Weller and Luchterhan, 1978; Goswami, 1980; Venkata, 1981; Brown and Armstrong, 1983; Lafuente and Josefa, 1987; Sharma, 1988). Hepburn (1972) reported that conflict between literal religious teachings and scientific views of the world appears to be implicated in adolescent concern over religion. However, the problems relating to health and physical development seem to pose milder problems during mid-adolescence period.

Progression of adolescent to senior level indicates the intensity of problems centered around some typical areas. Due to the attainment of emotional stability and self control to some extent, the adolescent at the senior high school level, generally feels adequate to cope with his problems even though he may continue to turn others for advice. However, some
adolescents either because of lack of help or feelings of inadequacy fail to cope with their problems to their satisfaction. As a result they continue to be preoccupied with problems long beyond the age and excel in maladjustment in various fields or areas.

The various kinds of problems enumerated above show that problems refer to needs and concerns of the individual that require their handling or resolution with or without specialized help, depending upon the potential and the level of maturity of the person concerned.

Adolescence and Adolescent

Adolescence as a stage intervening between childhood and adulthood is considered to be a very critical period of an individual's life. Recently, much attention of the psychologists has been focused on defining this period.

According to Jersild (1957) "Adolescence is the span of years during which boys and girls move from childhood to adulthood mentally, emotionally, socially and physically."

Erikson (1968) may be credited with presenting a widely accepted concept of adolescence. He believes that major concern of this period is the 'search for identity'.

Papalia and Olds (1978) also advocate adolescence as the span of years between childhood and adulthood. Its
beginning is heralded by pubescence, but its end is hard to mark.

Longman's Dictionary of Psychology and Psychiatry (1984) defines adolescence as the period of transition from childhood dependence and immaturity to the greater maturity and independence of adulthood.

According to Davis (1985) adolescence as the development period between childhood and adulthood spans the years from 12 to the early 20's. It is a complex period of human growth that leaves many parents, teachers and counsellors perplexed and startled by the rapid changes in mood and behaviour.

Chauhan (1987) states that, chronologically, adolescence comes roughly in between the years from 12 to the early 20's. The onset of adolescence varies from culture to culture depending on the socio-economic conditions of the country.

The students at the +2 stage are in the age group of 15 to 17+ years. In the eight stages of development of an individual's life as proposed by Erikson, the period 15 to 17+ years falls in the Vth stage, characterized as the mid-adolescence period.

In the Webster's third New International Dictionary (1976), the term adolescence, puberty, pubescence and youth are frequently used interchangeably to refer to the period between childhood and maturity.
An adolescent has been identified and defined to be an individual falling into the age range of 15-25 years, sometimes identified by such words as teenager, youth or even a person, yet to take up any job or family responsibility seriously (Mohan, 1976).

Adolescent has also been referred to mean any boy or girl who is on the path from childhood to adulthood. During this stage there is a considerable change in the body formation of an individual. Usually during this period the psychological process may continue until he/she becomes an adult in his/her interests and behaviour. Though the beginning of psychological growing up is roughly the same as the beginning of growth towards sexual and physical maturity, they are not coincidental, though its ending will be related to the end of physical growth, it comes later.

Psychologically, adolescence is a marginal situation which involves psychological disturbances and problems of adjustment. In view of the crucial nature of this period and its concomitant problems of identity crisis, locus of control, need for the development of a positive self concept, assuming of sex relevant roles and adequate working out of futuristic plans, how so ever tentative, adolescence period takes on great importance. Further, the transitional period through which the adolescents seem to be passing may result in a large number of them facing the problems of adjustment. The
need for help and guidance by the adults may therefore become imperative in such a situation.

Ego-Identity

The individual at the adolescence stage is very active, helarious and has exalted state of exuberance coupled with the contrary properties of lassitude, moodiness and lack of motive power. Hall and Freud emphasized the storm and stress as a characteristic of an adolescent. Freud (1856-1939) gave the concept of Id, Ego and Super-ego and his views about puberty is that it is a period in which the instinctual drives of the Id come into conflict with the social drives of the Superego. Ego was seen by him as a middle man mediating between these powerful and opposite forces.

Erikson's theory (1963) portrays adolescence as a pivotal period in personality development and provides possible solution to the dilemma of storm and stress. He has given eight developmental stages of life cycle, with eight personality components of each stage. The eight stages with their corresponding components are as follows:

<table>
<thead>
<tr>
<th>Stage</th>
<th>Age</th>
<th>Personality Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st stage</td>
<td>Birth to 1 year</td>
<td>Trust Vs. Mistrust</td>
</tr>
<tr>
<td>2nd stage</td>
<td>2 to 3 years</td>
<td>Autonomy Vs. Shame and doubt</td>
</tr>
<tr>
<td>3rd stage</td>
<td>4 to 5 years</td>
<td>Initiative Vs. Guilt</td>
</tr>
<tr>
<td>4th stage</td>
<td>6 to 11 years</td>
<td>Industry Vs. Inferiority</td>
</tr>
<tr>
<td>5th stage</td>
<td>12 to 18 years</td>
<td>Identity Vs. Role diffusion</td>
</tr>
<tr>
<td>Stage</td>
<td>Age</td>
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<tr>
<td>6th stage</td>
<td>19 to 25 years</td>
<td>Intimacy Vs. Isolation</td>
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<tr>
<td>7th stage</td>
<td>26 to 65 years</td>
<td>Generality Vs. Stagnation</td>
</tr>
<tr>
<td>8th stage</td>
<td>65 years onward till death</td>
<td>Ego Integrity Vs. Despair.</td>
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Each of these stage presents the individual with a developmental crisis - a turning point in life when a new problem must be confronted and mastered. For the personality components of adolescents Erikson has given the concept of Ego Identity Vs. Identity diffusion. He holds that search for identity reaches a crisis point during adolescence when many significant changes in the total person but especially in the self take place.

Adolescent's stable and clear ego-identity emerges only after successive resolutions of crises at early stages. Attainment of ego-identity is also manifested by adolescents getting his identity crisis resolved to a considerable degree. This resolution of identity crisis is indicative of an individual's ability to cope successfully with changing self and changing environment.

The ease with which adolescents are able to achieve a clear sense of ego-identity depends on many factors. These including the kinds of previous identifications they have developed and their ability to integrate these identifications with their new found sexual maturity, the aptitudes and skills
they have developed out of their abilities and experiences and the opportunities provided by changing roles. (Erikson, 1963; Mussen, Conger and Kagan, 1974). It also depends on the kind of relationships adolescents have had and continue to have with their parents. (Block and Turula, 1963; Heilburn and Fromme, 1965; Medinnus, 1965; Fable, 1965 and Pietz's, 1968).

The adolescent with a strong sense of ego identity seems to Erikson (1968) "as a separate distinctive individual. He can perceive himself as somehow separate from others, no matter how much he may share motives, values and interests with others."

Lindenauer (1972) asserts that a central element in one's search for identity is the development of emotional maturity which incorporates self understanding, self acceptance and the capacity for flexibility.

Wolff (1974) suggested that a genuine sense of identity includes the capacity to acknowledge and tolerate conflict and uncertainty where they exist both within oneself and in one's relationships to others.

Rycorft (1977) defines identity as "the sense of one's continuous being as an entity distinguishable from all others."

During the adolescence period in addition to genital maturity and rapidity of qualitative and quantitative changes, there is increase in difficulty among adolescents in achieving
and maintaining a perception of the self which in turn results into identity diffusion.

Gardener (1951) maintains that a temporary stage of role diffusion is an inevitable concomitant of adolescence.

Spiegel (1961) considers disturbances in the sense of self to exist in nearly all adolescents, except for those in whom a severely fixed obsessive compulsive character structure resists the loosening effect of adolescents.

Nixon (1961-1966) shares the belief that all late adolescents experience crisis in relation to their attitudes toward independence and sexuality, their feelings toward parents, siblings and themselves and their definitions of their interests and motivations.

Erikson's (1968) concept of identity crisis refers to the dynamics of the search for an inner continuity that will match the external social conditions. He describes acute identity diffusion as a serious clinical syndrome that shares many features with borderline schizophrenia.

In recent years Onyehalu (1982) explores the nature of adolescence and suggests that this period is marked with most potent crisis of attaining a sense of ego-identity while overcoming identity diffusion. Identity crises are nothing more than manifestations of basic changes in identity and should not be regarded as necessarily negative phenomenon. The
individual must emerge from such crises stronger and enriched by experience (Collado and Franco, 1983). Psychologically healthy human being is one who has developed a firm sense of identity. Such a person places himself in what Erikson called 'ego space time'.

The adolescents today are facing an identity crisis of a more diffused nature than that envisaged in Erikson's (1971) description (Wearing, 1985). Moreover the students entering college typically have to resolve the Identity Vs. Role diffusion stage of Erikson (Cangemi and Kowalski, 1989). As a consequence there is a need to challenge and redefine the various tasks that contribute to adolescent identity development and the need for the college personnel to assist students in handling their identity crisis in a positive way.

Locus of Control

Individual differences have been demonstrated in the degree to which a person perceives the locus of events as determined by his own behaviour or attributes them to fate, luck or external forces. Simply stated locus of control has to do with the placement of responsibility for the outcome of events of behaviour. The construct of locus of control is a personality dimension involving an individual's perceived control over events occurring in his life. This concept grew out of Rotter's Social Learning Theory (1954).

Rotter's theory (1954) suggests that people are
distributed along an 'Internal-External' continuum. People along the internal end of continuum feel that their abilities, skills, personal effort, competence and similar variables control their destiny. In other words, Internal people feel that the outcome of events is generally under the control of the person. On the other hand, there are some people who feel that whatever happens to them is 'in the cards' - controlled by chance and fate. Such people called 'Externals' by Rotter, tend to feel that events in the environment are beyond the control of the individual and they blame their failure on events outside themselves, the teacher's hostility, the difficulty of books or bad luck etc.

Rotter's theory provides the general theoretical background for this conception of the nature and effects of reinforcement and his work on levels of expectancies. The occurrence of behaviour of a person is determined not only by the nature or importance of goals or reinforcements but also by the person's anticipation or expectancy that their goals will occur. Thus, the three basic constructs in Rotter's social learning theory are behaviour potential, expectancy and reinforcement value. Behaviour potential may be increased or decreased by the occurrence of a reinforcement either as a function of increased expectancy or as a function of the differences between a present and previous reinforcement. Reinforcements function to change behaviour potentials and consequently to change expectancies i.e., they are identifiable events that have effects of
increasing or decreasing the potentiality or some behaviour occurring. In social learning theory reinforcement acts to strengthen an expectancy that a particular behaviour or event will be followed by the reinforcement in future. Once an expectancy for such a behaviour reinforcement sequence is built up the failures of the reinforcement to occur will reduce.

Locus of control is an expectancy variable that describes the perception of personal control that one has over the reinforcement that follows his behaviour. The effects of reward or reinforcement proceeding behaviour depend in part on whether the person perceives the reward as contingent on his own behaviour or independent of it. Acquisition and performance differ in situations perceived as determined by skill or chances.

Rotter (1966) defined locus of control as "when a reinforcement is perceived by the subject as following some action of his own but not being entirely contingent upon his actions, then in our culture it is typically perceived as the result of luck, chance, fate as under control of powerful others or as unpredictable because of great complexity of the forces surrounding him. When the event is interpreted in this way by an individual we have labelled this a belief in external control. If the person perceives that the event is contingent upon his own behaviour or his own relatively
permanent characteristics we have termed this belief in internal control.

In the words of Ducette and Wolk (1972) an internal person perceives that he is in control of his fate and that effort and reward will be correlated. But an external person perceives that powerful others or the systems determine how well he can do and that rewards are distributed by such powerful others in a random fashion.

According to International Dictionary of Education (1977), locus of control is a personality construct referring to an individual's perception of the place of events as determined internally by his/her own behaviour against luck, fate or external forces.

The Encyclopedic Dictionary of Psychology (1983) opines that locus of control is a concept relating to beliefs about internal versus external control of reinforcement.

There are some consistent patterns exhibited by Internals as opposed to Externals. Internals typically perceive themselves to be effect, assertive and independent (Solomon and Oberlander, 1974). They spend more time in intellectual activities and academic pursuits, acquire more information and greater problem solving skills, evidencing high social interest and highest moral judgement capacity, more satisfied with their studies and personal lives (Crandall,
Katkovsky and Crandall, 1965; Rotter, 1966; Davis and Phares, 1967; Hjelle, 1979; Connollay and McCarrey, 1979; Bhagat and Chessie, 1980).

Today, even a casual glance at the research and theoretical literature indicates that locus of control construct is an important psychological variable and a personality dimension proved to be extremely useful in the prediction of a variety of behaviours. Its this usefulness has undoubtedly contributed to its present popularity as a research variable.

Family Cohesion

Environment is a process which under suitable conditions changes the shape of a raw material. Right from the birth till his death, an individual is immersed in an environment. Among various environmental factors 'family' or 'home' is the most important factor which directly or indirectly affects the child development.

Dictionary of Behavioral Sciences (1972) defines family as 'a commune living in one house bounded by close ties'.

According to Longman's Dictionary of Psychology and Psychiatry (1984) cohesion is defined as "the emotional bonds that hold a group together. Such bonds arise out of interactions among the members as well as mutual interests, activities and
Moos and Moos (1986) have defined 'family-cohesion' as "the degree of commitment, help and support family members provide for one another."

Cohesiveness has been extolled as one of the major ideals of family living. It may produce a good or favourable home climate, when children are young, but this does not necessarily mean that it always will. One of the most important functions of family cohesion is its role in developing the child's personality and character formation (Kraus, 1987).

By the time child reaches adolescence, he is expected to achieve greater or lesser degree of emotional control. Difference of opinion between experienced parents and experiencing son or daughter may lead to inner conflicts in young people. The parents may neither know about nor understand these conflicts. Other resentments of the adolescent may have their roots in brother-sister relationships, relationships with other relatives, discriminating or indifferent parental attitude, abnormal home life, broken home, presence of step-father or step-mother, apparent favouritism of one child over another, financial matters, home responsibilities and adolescent social activities. In addition, the growing realization of ability to be independent economically as well as socially makes the adolescent feel less and less need for his/her parents. As a result, the adolescent is often casual in his treatment of his parents, showing them less consideration, respect and affection than he/she previously
Moreover, lack of social acceptance makes him moody, unhappy and predisposes him to have frictional attitude toward everyone both in the home and outside. Many adolescents project the blame for their poor social adjustment on their families. On the other hand parents who perceive changes during adolescence felt that developmental changes have a definite impact on the whole family (Rantanen et al., 1990).

Thus, the psychological climate of the family in which the adolescent grows up has a marked influence on his personal and social adjustment. But the psychological climate of the family varies from home to home and may fluctuate from time to time. It depends upon a complex network of behaviours and attitudes between family members. According to Larson (1974), the quality of the parent-adolescent relationship is the most important determinant of adolescent attitudes and behaviour. The degree of happiness adolescent experiences will be primarily the type of relationship he/she has established. Emotional closeness and continuity in the relationship are essential for a sense of security, stability and ability to withstand a crisis (Forssen, 1983).

For the healthy family system relative openness is important but the balance between openness and closeness of the family system is necessary for individual family members' individuation and socialization process (Fontaine, 1987). When the family cohesion is characterized by affection, respect, tolerance, cooperation and collaboration for all by all family
members and with no conflict and no destructive competition among them, the adolescent will develop a wholesome personality that will be reflected in his good adjustment.

A favourable family cohesion encourages communication between family members. In such an environment adolescents enjoy doing things with and for the members of the family, spend more time engaging in family activities, have more positive relationship with their parents and learn to behave in a socially mature manner (Koppitz, 1957; Slocum, 1958; Vanegmond, 1961; Stone, 1963; Yankelovich, 1969; Epstein et al., 1978). They also develop wholesome work attitudes characterized by cooperativeness and a desire to work up to their capacities (Johannis, 1958 and Slocum, 1958).

An unwholesome family cohesion by contrast plays havoc with the development of favourable behaviour and attitudes of adolescents. It has marked influence on the adolescents emotional stability making them moody, depressed, irritable, unstable, indifferent toward social life and uninterested in people. They grumble about the chores assigned to them and do them only under pressure, rarely do they work up to their capacity and find it difficult to establish affectional relationships with outsiders just as they do with family members. Their unfavourable attitude is responsible for underachievement in school, critical fault finding reactions to school and teachers and less participation in extracurricular activities, rebelling against home standards etc. (Koznar, 1978;

Recent family interaction researches reveal that the family crisis that occurs during adolescence period involves the necessity of replacing the hierarchial parent-child relationship with an egalitarian parent-adolescent one. The problematic consequences of adolescence are avoided only if the adolescent's efforts at establishing more equal parent-adolescent relationship are accepted by his parents (Alexander, 1973; Morton et al., 1976).

Thus, it is concluded that favourable family cohesion encourages all the members of the family to flock together in times of crisis as well as in times of happiness. This results in family solidarity. Given a cohesive family structure, the adolescent may find it easier and possible to get over the difficulties faced by him/her.

OBJECTIVES OF THE STUDY
The objectives of the present study are as follows—

1. To study the psychological problems of the adolescents in respect of various categories of problems namely - Health and Physical Development (HPD); Finances, living conditions and employment (FIE); Social and Recreational Activities (SRA); Social Psychological Relations (SPR); Personal Psychological Relations (PPR);
Home and Family (HF); Morals and Religion (MR); Adjustment to College Work (ACW); The Future: Vocational and Educational (FVE); and Curriculum and Teaching Procedure (CTP).

2(a) To examine the relationship of psychological problems - total with ego-identity.

(b) To study the relationship of the various categories of psychological problems with ego-identity.

3(a) To study the relationship of psychological problems - total with locus of control.

(b) To study the relationship of different categories of psychological problems with locus of control.

4(a) To study the relationship of psychological problems - total with family cohesion.

(b) To examine the relationship of different categories of psychological problems with family cohesion.

5 To study sex differences, if any, in the psychological problems of the adolescents.

6 To see whether there are significant differences in the ego-identity, locus of control and family cohesion of the adolescent students.

7 To examine differences, if any, in the psychological problems of the students pursuing the study of arts and
science subjects.

8. To study the differences between ego-identity, locus of control and family cohesion of the arts and science students.

9. To examine differences, if any, in the psychological problems of the adolescent student groups differentiated on the basis of extreme scores on the independent variables of ego-identity, locus of control and family cohesion.

10. To examine differences, if any, in ego-identity, locus of control and family cohesion of the groups differentiated on the basis of extreme scores on Mooney Problem Checklist—Total and its ten areas.

Besides the above major objectives the study also focussed on the following secondary objectives -

1. To study the relationship of ego-identity with locus of control.

2. To examine the relationship of ego-identity with family cohesion.

3. To study the relationship of locus of control with family cohesion.
HYPOTHESES

On the basis of review of literature and the objectives of the present study, the following major hypotheses were formulated:

1. There are psychological problems typical of the adolescent students at the +2 stage.

2(a) There is a significant negative relationship between psychological problems - total and ego-identity.

(b) Significant negative relationships exist between various categories of psychological problems and ego-identity.

3(a) Psychological problems - total are significantly related with locus of control.

(b) There is a significant relationship between different categories of psychological problems and locus of control.

4(a) Psychological problems - total have a significant negative relationship with family cohesion.

(b) Different categories of psychological problems have significant negative relationship with family cohesion.

5. There are significant sex differences in the psychological problems of the adolescents.

6. There are significant sex differences in ego-identity, locus of control and family cohesion of the adolescents.
7. There are significant differences in the psychological problems of the arts and science students.

8. Significant differences exist in the ego-identity, locus of control and family cohesion of the arts and science students.

9. Groups differentiated on the basis of extreme scores on the independent variables of ego-identity, locus of control and family cohesion are significantly different on psychological problems - total and ten areas.

10. Groups differentiated on the basis of extreme scores on MPCL - total and its ten areas are significantly different on ego-identity, locus of control and family cohesion.

Besides the above major hypotheses, the following secondary hypotheses were also formulated -

(1) There is a significant and negative relationship between ego-identity and locus of control.

(2) Ego-identity is significantly and positively related with family cohesion.

(3) Significant and negative relationship exists between locus of control and family cohesion.
DELIMITATIONS OF THE STUDY

The present study has been delimited in respect of the following:

1. Adolescent students belonging to Government Senior Secondary Schools of Chandigarh comprised the sample of the study.

2. The size of the sample was confined to 320 students only.

3. Arts and science students of both areas have been selected for investigation in the present research project.

4. The sample was restricted to only the +2 stage i.e., age group 15-17 years.