Chapter 1

INTRODUCTION

The most potent fact in psychology is that of growth and development. An understanding of the nature and principles of growth and development is very essential for the realization of the aim of education i.e., the maximum and integrated growth and development of personality – physical and motor development, cognitive or intellectual development (Including language development), emotional development, social development, aesthetic development, moral and spiritual development and vocational development.

Growth:

Growth means increase in size, height and weight. It implies growth of heart, brain, muscles and body in general. It can generally be easily observed, appraised or measured.

Meaning of Development

1. **G.W. Allport’s View (1948):** “The development individual cannot be thought of a thing in himself. Development, in so far as it is considered to be produced from within the individual himself alone, is only a convenient abstraction.”

2. **Webster’s Dictionary:** “Development is the series of changes which an organism undergoes in passing from an embryonic state to maturity.” These changes refer to the physical, motor, intellectual and emotional aspect of behaviour.

   Development is a series of orderly progression of change towards maturity. ‘Orderly’ refers to the arrangement of the changes. That is, each change at each stage is dependent upon what preceded it and it affects what will come later. Development does not take place haphazardly.

   In strict sense, development refers to change in structure and improvement in functioning. For example, ‘hands’ do not grow only large but they also develop because they improve in their functions. Thus development can best be defined as a progressive series of changes in an orderly coherent pattern. The term ‘progressive’ signifies that these changes are directional leading forward rather than backward, and
the direction is towards adaptation which is conducive to the survival of the individual.

VARIOUS ASPECTS OF DEVELOPMENT

Aspects of Development illustrate the meaning of development:

1. **Physical and Motor Development** – Physical Development means progressive development of the various parts of the body. It includes the development of internal as well as external body organs of the individual. Motor Development includes the development of strength, speed and precision in the use of one’s arms, legs and other body muscles.

2. **Intellectual or Mental or Cognitive Development**: Intellectual development includes the development of intellectual power like thinking, reasoning, imagination, memory, problem solving, attention, concepts, percepts, interests, curious, questions, intelligence, sensation, perception, association, discrimination, generalization and such other abilities.
3. **Language Development:** Like development of thinking, reasoning, memory, imagination, creativity, sensation and perception, language development is an important aspect of intellectual, mental or cognitive development. It includes the learning of language for communication and the development of various skills and abilities for the effective use of language.

4. **Emotional Development:** In emotional development, the evolution of different instincts and emotions leads to the formation of sentiments and the progress of sentiments to character. The emotional behaviour is developed to the point of emotional maturity.

5. **Moral Development:** Moral development includes the evolution of moral sense and development of character. It implies development of ethical and moral codes.

6. **Aesthetic Development:** Aesthetic development includes the evolution of aesthetic sense and artistic tendencies.

7. **Social Development:** Social Development includes acquisition of the ability to behave in accordance with social norms, customs, mores, expectations and making social adjustment. Social development implies the development of the following:
   (i) Ability to co-operate with the others.
   (ii) Ability to tolerate the views of others.
   (iii) Ability to adjust to members of various social groups.
   (iv) Ability to take interest in others.
   (v) Ability to make friends.
   (vi) Sense of competition, group loyalties, belongingness and social acceptance.

8. **Vocational Development:** Vocational development is the ability of the individual to choose an occupation, prepare for it, enter in and progressing in it. Vocational development depends upon vocational guidance. It is the ability of a person to develop and accept an integrated and adequate picture of himself and of his role in the world of work, to test this concept against
reality, and to convert it into reality with satisfaction to him and benefit to society.

Stages of Development:

The helpless baby, of today who is adult of tomorrow, has to cross various stage in the process of his development. The following division of various stages of Development seems to be satisfactory though not universally acceptable:

(A) Infancy Stage (0 to 5 years)
(B) Childhood Stage (5 to 12 years)
(C) Adolescence Stage (12 to 19 years)
(D) Adulthood Stage (Beyond 19 years of age)

Adolescence: Stage of Human Development

Adolescent is the most important and critical period of individual’s development with which the teacher has to deal. Adolescents have to face various difficult situations and education should be organized to enable them to face all these problems of life. The adolescents have to be so educated that they should also build up their life in a way that they may successfully bring about the welfare of the society. Parents, teachers and educationists have a vital role to play in the life of adolescents. They can build their life in a successful manner. Hence they should have the knowledge of the general characteristics, needs and problems of the adolescents. The following points highlight the importance of the study of adolescents:

1. Understanding characteristics and problems: To deal effectively with the problem of adolescents, teachers and parents must know their development characteristics and problems. They should also understand the casual factors of the problems of adolescents so that suitable educational, vocational and personal guidance may be imparted for making adequate social adjustment.

2. Maintenance of mental health: Adolescence period is marked with many problems which influence the mental health. The study of adolescence period is very important in order to preserve, cure and prevent incidences of maladjustment.

3. Adjustment to responsibilities: The study of psychology of adolescence provides the knowledge of needs and development tasks for adolescents.
Parents and teachers can help adolescents to adjust to their responsibilities. By understanding the needs of adolescents, the teacher and administrator can frame curriculum, school policies and methodology of teaching for adolescents.

**MEANING OF ADOLESCENCE**

Adolescents refer to the period of development and adjustment during the transitional period between childhood and adulthood. This period emerges from childhood and merges into adulthood. During this period, the establishment of childhood goes away and a revolutionary process of change starts. In fact, it is period of revolutionary change. It is markedly a period of growing up, during which the child develops into a man or woman.

As the term is used today, it has a broader meaning than it had in earlier years. Instead of limiting the adolescence period to the time when the individual grows to maturity sexually, it is now extended until the individual is expected to be intellectually, emotionally and socially mature.

1. **Etymological definition:** The term “Adolescence” comes from the word “Adolescence” which ‘means to grow’ or ‘to grow to maturity.’

2. **Biological and chronological definition:** From the biological point of view, adolescence is the stage when puberty dawns. Chronologically, this is a span of life ranging from 12 to 18 years and having individual and cultural differences.

3. **Sociological definition:** Sociologically, adolescence is a transitional period from dependence’ on parents to self-sufficient adulthood.

4. **Cultural Definition:** Culturally, adolescence period varies from community to community. In some communities marriage among boys and girls takes place quite early (as early as 13 or 16 years of age).

5. **Psychological Definition:** Psychologically, adolescent is a marginal situation which involves psychological disturbance and problems of adjustment. It differentiates the childhood behaviour from the adulthood behaviour.
ADOLESCENCE: A PERIOD OF STORM AND STRESS

According to many psychologists, authors and parents the adolescent period is quite a tension ridden period of life. Stanley Hall published his book on adolescence in 1904. In this book, the adolescence was described as a very stressful period.

Anna Freud considered this stage as that of serious conflicts. She came to this conclusion while involving herself in the exposition of her father Sigmund Freud’s theory. Sullivan also expressed his anxiety towards this period. The effect of the writing of these authors and the exposition of their principles led to the notion that the adolescence is a period of storm and stress. Let us examine if this contention is true.

Recent researches have created doubts about the adolescence being a period of stress. In many of the researches on normal adolescence it has not been found that the adolescents remain anxiety ridden or their life is full of storms or they suffer from severe tensions.

There seems to be many reasons for describing adolescence as the period of storm and stress. One of the most important reasons is that during this period the sex urge becomes predominant. Offer’s and Douvan and Adelson’s studies have refuted this viewpoint. Both these studies were conducted on adolescents in America. Offer found that a normal adolescent indulges in masturbation and this activity does not create any special problem to him. Similarly, Douvan and Adelson came to this conclusion that sexual urge is not raising any severe tribulance in adolescent’s life. It may be possible that in India there exists a different situation. But if the Indian adolescents are found to be suffering from stresses and undue tensions the reasons may be located to the Indian culture and not to any psychological characteristics of this period. In this country, there is over-emphasis on celibacy or Brahmacharya. The repression of sex urge with severe force is branded as the most moral act. But this severe repression may cause the stress and strain. Hence, it may not be due to the individual being in the adolescent stage that he suffers from severe storm in his life. It may also be remembered that in our country the charlatans, quacks and unqualified practitioners of medicine distribute handbills, written books and preach vehemently that masturbation or nocturnal emissions lead to serious consequences resulting in impotency and venereal diseases. These people are mainly responsible for enhancing
the tension in the adolescents. In fact, if within limits some semen is wasted this has very little effect on the health of the individual. It is harmful only if its loss is too much.

It may, however, be wrong to say that the adolescents have no worries regarding sex. According to Shipman such worries are found to be most predominant in the beginning of the adolescence period (13-14 years). They then become less during 17-18 years. In the studies by Offer and also by Shipman there have not been found violent storms due to the sexual urges.

A crucial empirical question is how much adolescent turmoil the average person actually undergoes? Whatever data is available that suggests that the storms and stress of adolescence first postulated by Hall may be exaggerated. It is to be made clear here that many essentially normal adolescents may undergo considerable turmoil. But the phenomenon is not universally present in almost all adolescents, or is not an essential characteristic of the adolescent period.

Weiner considers that the model teenager is a reasonably well adjusted individual whose daily functioning is minimally marred by psychological incapacity. As described earlier in an intensive longitudinal study Daniel Offer found little evidence of a high degree of turmoil in the great majority of subjects. This, however, does not mean that the adolescents are devoid of problems. It has been seen that particularly between the age of 12 and 14, rebellion against parental dictates is common. However, the opposition to the parents is more with respect to less important events in life, for example, when they should return back home? What type of dress should they wear? The adolescent rebellion does not involve serious delinquent behaviour or raise great emotional stress. Offer considers that ‘bickering’ is the world which describes this behaviour-pattern.

Form all the evidences it appear that the stresses of the adolescence for the great majority do not lead to the high degree of emotional turmoil, violent mood swings and threatened loss of control. All the above consequences may be found in some adolescents, but it is wrong to generalize that they are the characteristics of the adolescent period.
CHARACTERISTICS OF INDIAN ADOLESCENTS:
(PHYSICAL, EMOTIONAL, INTELLECTUAL AND SOCIAL)

PHYSICAL
1. Rapid Physical Growth and changes
2. Rapid development of bones and muscles
3. Changes in bodily proportions
4. Change in voice
5. Changes in motor performance
6. Increased size of genital organs
7. Breast development and growth of the pelvis
8. Night emissions and menstruation
9. Hair Growth
10. Increase in blood pressure
11. Increase in heart and pulse rate
12. Physiological system

Emotional Characteristics or Changes:
Adolescence is an age of emotional upheavals. There is no mental peace, calm and quiet for the adolescent and no serenity of mind for him. Period of adolescence has been marked by emotional storm and stress. Some of the emotional characteristics of adolescence period are as under:-

1. Heightening of emotions
2. Variations in emotional moods
3. Not under control
4. Complexity
5. Development of inferiority complex
6. Sexual frustration
7. Day dreaming and fantasy
8. Development of abstract emotion
9. Realism in emotional experiences
10. Capacity of sharing emotions
11. Widened loyalties
12. Increased compassion
13. Common emotional patterns: love, anger, jealousy, fear, worry, envy, awe, reverence, gratitude, scorn, contempt, hatred, joy, grief, pity, share etc.

**Intellectual or Mental Characteristics of Adolescence:**
Adolescents, generally, show the following intellectual characteristics and changes:
1. Development of intelligence
2. Increase in span of attention
3. Development of memory
4. Development of understanding
5. Development of abstract thinking
6. Development of generalization
7. Development of problem-solving ability
8. Ability to make decisions
9. Development of imagination
10. Hero-worship
11. Widening of interests
12. (i) Recreational interests
   (ii) Social interests
   (iii) Personal interests
   (iv) Vocational interests
   (v) Religious interests
   (vi) Interest in sexual matters
13. Sex consciousness
14. Social consciousness
15. Group loyalty
16. Social service
Needs of Indian Adolescents

Adolescence period as has already been pointed out is the most critical period of life due to various physical and emotional disturbances. So adolescents experience various difficulties and problems arising out of certain basic needs. The following are some of the needs of adolescents.

1. **Need of freedom from dependence**: Adolescents consider themselves as full-fledged adults. So they do not want to remain under the control of elders. Hence, they feel the need to independence and want to exercise their own opinion. This creates difficulties. Parents and teachers should regard them as full-fledged individual’s and should give them freedom and responsibility.

2. **Need of association with the opposite sex**: During the period, sex instinct attains maturity and is very forceful. Adolescents decorate their bodies to attract the opposite sex. They feel the need of association with the opposite sex. Sometimes, they are not satisfied with mere association but they feel the need to develop intimacy. So the parents and the teachers should prove opportunities by which their need can be sublimated.

3. **Need for self-support**: Self-support implies what they would like to do and become in life. So this need can be fulfilled by providing them educational and vocational guidance. So those courses should be selected in which they have special aptitude and interest.

4. **Need for philosophy of life**: Adolescents being mentally mature assume independent outlook regarding every activity of life. They take interest in the matters of religion. Their topics are not to discuss philosophy but to talk about conduct, religion and destiny. So it is duty of teachers and parents of satisfy this need by providing religious teaching and moral training otherwise there will be conflict between the parents and the adolescents.

5. **Need for Security**: Adolescents suffer from loss of support from the parents. Adolescents should be given sympathetic attitude and guidance so that they may not suffer from complexes and frustrations.
6. **Need for self-recognition:** Adolescence is a period of self-decoration and adolescents become self-conscious. It is their intense desire to attract the attention of others. They want to display themselves in every activity. The underlying idea is that they need self-recognition. So it is the duty of the parents and the teachers to give them full place. They should be fully recognised as full-fledged individuals.

7. **Need for success:** Failure disintegrates the whole personality, while success leads to adjustment. Hence every adolescent has the desire to gain success in all the activities he undertakes. The schools, therefore, should organize the curricular and co-curricular activities in such a way that all pupils achieve success in the activities they pursue.

8. **Need for better food:** The adolescence is a stage of rapid development. The body develops in height, weight and every other aspect. Therefore, the need for better food both in quantity as well as in quality is more in this stage than in any other stage of life. The parents, the teachers and the educators should see that the children get simple and rich diet in proper quantity and quality at suitable occasions.

9. **Desire for new experience:** The adolescent is never interested in routine. He is interested in new and new experiences. This urge or desire can be satisfied by arranging trips, excursions and other co-curricular activities in the school.

Parents, teachers and educationists should help the adolescents in the satisfaction of their need as far as possible.

**SPECIAL PROBLEMS OF INDIAN ADOLESCENTS AND SOLUTIONS**

As described earlier, period of adolescence is the most critical period of individual’s life. In this period equilibrium of physical, mental and social forces is lost, and the result is that the individual has to make new adjustments with his own self, with the family and with the society at large. The problems of adjustment of the adolescents are discussed as under:

1. **Adjustments to physical growth:** Because of rapid and unbalanced growth in height, weight and physique the adolescent feels embarrassment in the
group with which he moves. He feels that he is looking odd in the company of his
classfellows and playmates. The teacher and parents should not address him as
‘cancel’ and ‘bull’, etc., to emphasise his temporary physical abnormalities.

The disturbing physical factors for girls are fatness, tallness, facial
features, thinness, small breasts, general physical appearance, acne hair, big legs,
scar on face and brace on back. The disturbing physical factors for boys are lack
of size, fatness, lack of muscular strength, unusual facial features, acne skin
blemishes, scars, bowed legs, curvature of the spine, lack of shoulder breadth,
unusually small or large genital and physique.

To provide for the rapid physical growth the adolescent should be given
sufficient nourishing diet. As adolescent has excess of physical energy, healthy
outlet should be provided for the same in the form of games, scouting social
service and other hobbies.

2. Adjustment to mental competition: Because of mental development,
the adolescent becomes critical and fault finder. He wants to broaden his mental
horizon by knowing everything he comes across. The mentally superior
adolescent faces the problem of adjustment because of too strenuous a
competition to which he is subjected to by his parents and teachers. The mentally
slow adolescent faces the problem of adjustment because he finds that the school
is geared to the bright and it is difficult for him to master the academic subjects.

To ensure adequate mental development of the adolescents, curriculum for
adolescent should be as broad-based as possible. Co-Curricular activities should
be organized. Reading habits should be developed and suitable library facilities
should be provided.

3. Adjustment to emotional disturbances: Emotional disturbances in
the adolescent are due to the rapidly changing physical structures, abnormal
functioning of the nervous and glandular systems and his widening social
experiences. The adolescent has got extreme emotions. His emotional moods vary
from elation to depression. One minute the adolescent is up in the clouds, and the
next he is in the depths of despair. He, sometimes, thinks of committing suicide.
From tears to laughter, from self-confidence to self-depreciation, from selfishness
to altruism, and from enthusiasm to indifference—all the common reactions of
young adolescents. In extreme cases the behaviour of the adolescent may be expressed in the form of an open defiance to the teacher or by destroying school property etc.

What is required is to help him in emotional control. In dealing with the adolescent, we must respect his individuality. Proper habits and sentiments should be developed in him. Self-governments should be introduced in the educational institutions. Discussion method should be encouraged. Emotions should be properly sublimated by introducing music, art, games and other co-curricular activities.

4. **Problem of home adjustment**: An adolescent, sometimes, cannot adjust himself to the conditions of home. His home adjustment problems arise due to the fact that his needs increase and his parents may not be able to meet all those needs. The adolescent beings to behave as an independent individual. He begins to assert himself. The parents resist his independence; and this leads to trouble. He feels as if he is being kept in bondage by his parents. Some of the reactions of adolescents are:

(i) “My parents find faults in me that I believe I do not have.”
(ii) “My father has become narrow and he always starts arguments.”
(iii) “Every time when I say something my father passes a sarcastic remark. I am now afraid to say anything.”

The parents should not dominate the adolescent unnecessarily, and should rather treat him as friend.

The other conflicts may be marriage problem, the choice of a vocation and social philosophy. Many parents ruin the lives of their children by forcing them to marry at a very early age. The parents should give maximum importance to the opinion of the adolescent regarding marriage. His refusal should not be changed into by any undue pressure. Similarly in the choice of a professional, may parents do not give a free choice to their children. They want to satisfy their unfulfilled desires through their sons and daughters. In the choice of vocation, the child’s own interests and aptitudes should be the guiding factor. The parents should desist from imposing their own philosophy of life on their children. The child should be
given sufficient opportunities of study and the right to free thinking and independent outlook.

5. **Problem of adjustment with friends:** At adolescent stage, boys and girls need some friends in whom they can confide their secrets and discuss matter freely. Hence friendships at this age have special significance on the one hand and a problem on the other. The friendships among girls are more emotionally charged than among boys. The girls tend to be more possessive of their “best friends.”

6. **Problem of sex adjustment:** As has been stated earlier, there is sharply accelerated and rapid growth of sex life. Both the primary as well as the secondary sex characteristics appear during this period. The discharge of the semen during sleep (nocturnal emissions) accompanied by erotic dreams among the boys horrify the ignorant adolescents. They remain perturbed about the loss of fluid. Similarly, the flow of blood during menstruation creates worries among the girls and gives birth to so many fears, anxieties and complexes in the minds of adolescents.

For normal sex adjustment, which is very essential, parents and teachers should impart sex education. Scientific terms should be used while giving relevant information. Girls should know that flow of blood during menstruation is not a disease. It is a natural process which prepares them for becoming mothers. Similarly, the boys should be told that the occasional discharge of semen during sleep is not in any way harmful to them and it should not be cause of worry. Adequate information should be given regarding the sex hygiene and physiology, the process of the birth of a baby, the hazards of immature intercourse (i.e. intercourse before marriage) in a free, frank, impersonal, judicious and scientific manner.

7. **Problem of adjustment with society:** Some times, adolescents have to face the problem of adjustment with society. The adolescent cannot stand the customs, traditions and rites that stand on his free will. The demands of the society are too exacting for him to carry out.

The adolescent should be won over to the society in a sympathetic way. The importance of social values should be explained, social responsibilities
should be assigned, individualities should be respected, and healthy activities for self-expression should be provided. The state should provide employment opportunities for the adolescent. Social security to the adolescent should be assured.

**Differences in the Trends of Growth and Development of Boys and Girls in Adolescence**

Difference in the trends of growth and development of boys and girls in adolescence can be mentioned as under:

1. **Height and Weight:** In the infancy boys surpass girls in height and weight. At the age of 13 years girls are taller and heavier than boys but by the age of 15 years boys are taller and heavier than girls.

2. **Muscles:** The muscles of girls remain softer while those of boys become hard and firm.

3. **Bodily proportions:** The pelvis bone of girls become broadened and their wrist becomes circular. The arms and legs grow in length and division of time between study and rest, and division of study period according to the subject to be studied; and (vi) provision for rest.

**Educational Guidances**

1. To provide special methods of education for backward adolescents (Practice, drill, repetition, audio-visual aids, learning by doing, educational trips and play-way methods).

2. To provide special education programmes for gifted students (like enrichment to co-curricular activities and diversification of courses).

3. To provide special library facilities for broadening the mental horizon of adolescents.

4. To provide special guidance for certain subjects and preparation for examination.

5. To give special guidance for selection of textbooks and reference books.

6. To help the adolescents to secure information regarding the possibility and desirability of further education.
7. To help the adolescents to know the purposes and functions of different types of educational and vocational/professional institutions that they might attend.
8. To help the adolescents to know in details the offering of the institution that they might attend.
9. To help the adolescents to know the requirements for entrance into the institution of their choice and taste.
10. To help the adolescents to adjust themselves to the curriculum, institution, social life connected with it and building good social relationships.
11. To help the adolescents in knowing the availability of scholarships and loans etc.
12. To help the adolescents to know about the various openings available after completing the school careers.

Vocational Guidance for Adolescents: Vocational guidance for adolescents include the following:-
1. Helping adolescents to know themselves especially their vocational assets and liabilities and to make their best use.
2. Helping adolescents to know the world of work i.e. adequate information about various vocations or jobs, skills, requirements for admission, duration of training, salary, working conditions, future prospects for progress and opportunities, etc.
3. Helping adolescents to make a right choice of the vocation.
4. Helping adolescents to prepare themselves for entry into careers of their choice.
5. Helping adolescents to get suitable jobs in their chosen field.

Personal or Psychological Guidance and Counseling for Adolescents:-

Personal or psychological guidance and counseling for adolescents include the following:-
1. To help the adolescents to solve the problems concerning physical growth and health.
2. To help the adolescents in making adjustment to mental competition
3. To help the adolescents in solving emotional and sexual problems.
4. To help the adolescents in making home adjustment, school adjustment and social adjustment by developing healthy ideas and building a healthy philosophy of life.

Psychological or personal guidance at this stage will comprise of

(1) appropriate lectures on physical and sex education (2) discussions, (3) interviews (4) sympathetic and affectionate attitude, (5) assigning talks of responsibility, (6) engaging the adolescents in various co-curricular activities and (7) imparting moral and religious education.

Education for Adolescents

As has already been pointed out that almost every adolescent finds difficulty in adjusting with him, family and society at large. Most of the adolescents suffer from frustrations, conflicts, complexes, anxieties and worries. They experience difficulty in physical, mental, emotional, social and other adjustment. However, whatever is needed is an understanding of the psychology of adolescent and then does our best of help him in his difficulties. A few concrete things are suggested below.

1. **Physical exercises and activities:** Adolescence being a period of rapid physical development, physical exercises and activities like sports, drills, games, dancing, hiking, gymnastics, wrestling, football, Kabaddi etc. should be introduced in the school curriculum. According to Stanley Hall, dancing can serve that best job. He says, "Dancing is one of the best expressions and pure play and pure motor need of the youth. Perhaps, it is the most liberal of all forms of most liberal of all forms of motor education."

2. **Appropriate lectures and sex education:**
   (a) appropriate lectures on physical growth and development should be delivered and the scientific explanation of the sudden growth and various parts of the body should be given.
   (b) The school should impart full information to the students regarding proper balanced diet, personal hygiene, cleanliness, various diseases and the measures to check these etc.
(c) Sex education should be given in free, frank, scientific, judicious and impersonal manner to the adolescents so that they may not pick up wrong information and come under immoral influence. Girls should be educated as regards menstruation and the boys as regards the involuntary changes brought in the genital organs. Nobody is better suited to this job than parents and teachers. Realistic and straight answer should be given to questions regarding sex.

3. **Discouraging tight and sleeveless dress:** Tight and sleeveless dresses should be discouraged as they excite sex instinct.

4. **Sympathetic and affectionate attitude:** The person gets perturbed when he looks at various physical and psychological changes that take place in him. Hence, it is the duty of the parents and the teacher that they should behave in sympathetic and psychological manner.

5. **Respecting individuality:** Individualities of adolescents should be respected and their opinions should be taken by parents concerning their choice of career or profession and marriage etc.

6. **Democratic atmosphere:** There should be democratic atmosphere in the school. There should be chance for leadership training. There should be provision for various societies, clubs and associations in the school.

7. **Co-curricular activities:** Adolescence is a period of intellectual development. So there should be co-curricular activities in the forms of debates, declamation contests, paper reading contests, conferences, poetical symposium, literary, art painting, music and dramatic clubs and societies N.C.C., scouting, girl guiding and excursions and trips to various places of historical, geographical, scientific and cultural importance.

8. **Task of responsibility:** Tasks of responsibility should be given to them. Self-government should be introduced in the school so that they may accept responsibility, get some social status and exercise their own judgment.

9. **High moral and religious education:**
   (a) Moral and religious education should be given to adolescents. This stresses the importance of value of prayer in morning assemblies and
celebration of birthdays of great saints of all religions. Parents, teachers and religious leaders should not teach or propagate for narrow religion but spirit of brotherhood and humanitarianism should be taught, propagated and cultivated.

(b) The pupils must be helped in the formation and development of strong moral sentiments and ideals like patriotism, nationalism, self sacrifice, honesty, truth, beauty and goodness.

10. **Co-operation of parents:** Co-operation of parents must be sought. Parents should co-operate with the school and college staff in helping the adolescents in solving their difficulties. They should provide good hygienic conditions to the adolescents at home. Home atmosphere should be free from any tensions and worries. Moreover, the parents should have the knowledge of psychology of adolescence.

11. **School-centre of community service:** School should become the centre of community service in which the students are to take an active part in doing community service etc. Dignity of labour should be recognized and social disparities should be removed by education.

12. **Guidance centers:** Guidance centers should be started so that adolescents may get suitable educational, vocational and psychological guidance. There should be well trained and experienced guidance workers and counselors. They should help the adolescents in solving their problems and making personal, social and psychological adjustments.

In words of R.H. Havighurst (1953), “A developmental task is a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and success with later tasks, while failure leads to unhappiness and difficulty with later tasks. Developmental tasks are based on the aspirations and needs of the society. Every society is age-graded and every society has a system of social expectations regarding age-appropriate behaviour. The individual passes through a socially regulated cycle from birth to death as inexorably as he passes through the biological cycle; and there exists a socially prescribed time-table for the rendering of major life events. Although the norms vary somewhat from one socio-economic, ethnic or religious group to
another, for any social group it can easily be demonstrated that norms and actual occurrences are closely related.

The adolescent year are pivotal to adult life success, during these years the adolescents assume increased responsibility for self direction in areas like socialization, independent, living, education, employment, mental and physical health from initial experiences the young adult lays foundation for how his or her life will progress in various domains. Adolescents feature aspirations and expectations are important precursor of adult precursor of adult attainment, expectations results from perception of opportunity that exist within the family and in society. Many important decisions of life such as to per sue higher education or to enter the job are forced directly after high school are made during adolescence. These early decisions affect the rest of person’s life. Therefore, it is important to understand the individual and social factors that play into the process of adolescent adjustment and Personality.

PERSONALITY

The term personality is derived from the Latin word persona, which means the name given to the mask that actors wore and the characters they portrayed. The meaning of the word personality has changed little since classical times and comments like what does he see in her? She has such a poor personality.” Or “look at that young man, what a fine personality he has” are quite common. Remarks like this make us believe that personality is a thing or quality that is possessed by all of us and we can paste labels such as fine, good or poor on it on the basis of the physical makeup, manners of walking, talking, dressing and a host of the other similar characteristics of individuals. However, this is a very limited view and the appearance or outward behaviour. The question of how best to interpret or define personality has long exercised. Personality is a combined product of cognitive and affective qualities of an individual. Thus personality shapes in individual in his psychosomatic systems life adjustment, attending to problems in predicting a situation in the development of his character, temperament, intellect and personality in all levels. All these characters can work out only if a person has a balanced mind and inner vision in relation to his emotions. As you can imagine, personality has very complex aspects. It is
generally considered as a dynamic system of all the attitudes, habits and motives of a person which helps in adjusting to the environment. Watson (1930), ind of psychologists the father of behaviourism, on the basis of his behaviourism studied, concluded:

Personality is the sum of activities that can be discovered by actual observation over a long period of time to give reliable information.

In this way he tried to make the word personality synonymous with the consistent behaviour pattern of an individual. This, however, reflected a very narrow meaning of the term personality.

Eysenck (1971): Personality is more or less stable and enduring organization of a person’s character, temperament, intellect and physique, which determine his unique adjustment to the environment.

In Eysenck’s definition character signified conative behaviour or will; physique meant bodily configuration and neuroendocrine endowment, temperament stood for affective behaviour based upon emotions, and intellect implied the cognitive behaviour or intelligence.

Personality is a term that has been used very widely but each time to mean some different aspects of a person, we often hear an adolescent admiring the ‘good looking’ personality of a Film star or the great personality of a Nation leader. A student may admire his professor’s personality. In this light personality means the impact that an individual produces on the person interacting with him, however the above meaning of personality is only a part of the actual meaning of the term. What makes up personality is the difference between various individuals. All individuals are equal; there would have been no questions of personality.

Actually the term personality comes from the Latin word “Persona” which means Masks used by the actors on the stage. This was perhaps the reason that at one time personality was considered synonymous with appearance. If it were so then one could see his personality in the mirror which produces the clearest and most faithful image in line, form, colour and beauty. In fact, Personality refers to the extent to which a person impresses other persons.
Personality covers the whole nature of the individual and so it is difficult to define. It is the result of life long experiences and influences. Every one of us has a quality of behaviour. This total quality of one’s behaviour is what we mean by personality.

Personality is the dynamic organization within the individual of those psychological systems that determine his unique adjustment with the environment.

Personality of a person determines how he will react to other people and how other people will react to him. In brief personality is that what permits a prediction of what a person will do in a given situation. The each letter of the term personality also indicates various qualities.

- **P** = Perception capacity
- **E** = Emotional maturity
- **R** = Responsiveness to situations
- **S** = Self expression or sociability
- **O** = Organised
- **N** = Not permanent (Flexible)
- **A** = Appearance
- **L** = Leadership feeling
- **I** = Integrated
- **T** = Tendencies, impulses, innate and acquired
- **Y** = Young, vital and unique

Personality is the total integration of physical, intellectual, emotional, social and character make up of the individual which is expressed in terms of experiences, manners, attitudes, values, beliefs, ambitions, aspirations, interests, habits sentiments, temperaments and traits.

In other words personality is the mirror of one’s total behaviour what we are and what we hope to aspire.

**Some Definitions:**

**Personality as a stimulus**-

Some psychologists define personality in terms of its social stimulus value. How an individual affects other person with whom he comes in contact,
whether he is impressive or repulsive, he has dominating or submissive personality. Personality from this point of view becomes identical to reputation and impression, mostly in terms of physical appearance, clothing, conversation and etiquette. Generally we use this concept of personality in selecting applicants for various jobs and courses.

**Summative approach**-

The second approach of defining personality emphasizes importance of sum total of different processes and activities of the individuals for example innate, dispositions, habits, impulses and emotions etc.

**Integrative approach**-

The definitions of this approach lay emphasis on the integrative aspect of personality and its definite pattern of organization.

According to Warren, “Personality is the integrative organization of the entire cognitive, affective, conative and physical characteristics of an individual as it manifests itself in focal distinction from others.”

**Personality as adjustment**-

An individual, since his birth, attempts to adjust to his environment. Every individual develops his unique way of adjustment in the society.

According to Allport, “Personality is the dynamic organization within the individual of those psychophysical systems that determines his unique adjustment to his environment”

**Total view**-

**According to Motorn Prince**

“Personality is the sum total of biological innate impulses, tendencies, aptitudes and instincts of the individual and the dispositions, tendencies and experiences.”

**According to Wood Worth**

“Personality is the total quality of individual behaviour.”

**According to Eysenck**

“Personality is more or less stable and enduring organization of a person’s character, temperament, intellect and physique which determines his unique adjustment to the environment.”
Thus we see that different approaches have been made to define personality but there is no agreement on a single definition of personality. Though there is diversity of views but even then all psychologists agree on certain basic characteristics. One basic fact is that personality is unique and no individuals even the identical twins have a like personality. The second fact regarding personality is that it is product of its functioning.

**Characteristics of Personality**

1. **Dynamic**: Personality is the dynamic, ever-changing and ever evolving.
2. **Psychological**: Personality is both physical and mental.
3. **Organized and integrated**: Personality is the organization and integration of various systems.
4. **Determination**: The personality determines our thoughts and actions and gives directions to our specific goals.
5. **Uniqueness**: There are some specific features and uniqueness in the personality of every individual.
6. **Adjustment to the environment**: Personality is continuously adjusting to its environment to one’s inner life.
7. **Self conscious**: Personality is the self conscious because it has a sense of personal identity.
8. **Social**: Personality develops through social interaction. Society plays an important role in shaping the personality of an individual.

**Development of Personality**:

By the development of personality we mean the development or growth of habitual tendencies which are excited by social stimuli. Personality development is a process of developing substitute stimuli and substitute response in place of original or in place of earlier stimuli and original or earlier response tendencies. It emphasizes that personality is only gradually achieved and the individual is building up the pattern of his personality through constant interaction within himself and with the environment outside.

Psychologists have tried to study the development of personality in relation to various factors.
Determinants of Personality:

There are innumerable factors that affect the development of personality. “Personalities, like oak trees take shape slowly.”

The following are the most important determinants in which lies the origin of personality.

1. Biological determinants
2. Psychological determinants
3. Social determinants
4. Cultural determinants
5. Environmental determinants

Now let us discuss these in brief one by one.

1. Biological Determinants: Heredity provides the individual with a fund of potentialities and certain organismic condition that determine, to a large degree, the type of his personality. It prescribes the limits beyond it may not be possible for any individual to develop however wholesome stimulating his environment may be. Biological factors set the limits within which the personality will develop. Biological influence on personality relates to secretion from endocrine glands, physiques and neural constitution. Heredity factors may be summed as constitutional and chemical or glandular bases.

2. Psychological Determinants: The role played by love and affection in the development of personality can’t be over emphasized. Affection is the positive emotion towards persons, pets etc. A child who gets plenty of love and affection has better opportunities of becoming good mixer and a socially efficient person. On the contrary, an unfortunate child who is denied the blessings of love and affection during infancy and childhood find it rather difficult to adjust to other children and adult around him.

Friendship and social relations are influence a child’s personality development. The basis of friendly relations, the social interaction between friends, the quality and duration of friendly contact etc. contribute immensely towards the growth of child’s personality. Thus an adequate and healthy form of
friendship is one through which two individuals mutually satisfy the needs of their personality.

The sense of personal achievement also plays a vital role in child’s personality development. Human beings have a natural fascination for the attainment of reputation, fame, skill etc. All of these ambitions are values of personal achievement.

Parental attitude towards children also affect the course of their personality development. If the general attitude of the parents is affectionate and balanced, children feel secure and happy. They develop into cheerful and adjusted personalities. On the contrary, if parents adopt unhealthy and unwholesome attitude towards children their personality development is liable to be affected very adversely. Two of such wrong parental attitude which proves personality spoilers are-

i) Parental negligence

ii) Parental over-protection

To conclude all this, healthy development of personality is dependent upon a number of favourable factors. Adverse influences in home, school and social environment of the child harm the cause of frank and smooth development of personality.

3. **Cultural Determinants**: Culture gives a permanent mould to the personality of the child. A child is born in a particular cultural group. Soon after birth he is gradually conditioned to the demands and expectances of that culture. He finds that in order to become a successful participant in the life of the group he must accept their ideas, habits etc. This process of accepting or identifying oneself with the modes of thought and behaviour in vague in one’s group determines considerably the formation and development of the personality.

The cultural group of the child also conditions him to socially acceptable modes of expressing aggression and anger through sports, debates etc. Alongwith the development cultural forces prepare the child for affection, love and sympathy. It is evident that cultural pressures are immensely
responsible for moulding the personality of the child towards healthy and unhealthy directions.

4. **Social Determinants**: An individual is born and nurtured in society. He abides by the rules and prohibitions of his society and finds in it a place of his own. The child, for eg., has to court ridiculous, punishments and even expulsion, if he violets the social code. So he deems it prudent to abide by it. Yet in spite of being regulated by it each individual develops his own way.

5. **Environmental Determinants**: Sociologists and Anthropologists stress the importance of environmental factors in the personality development. A number of environmental factors react upon the organism of the individually and ultimately gives a quality to his personality. These factors may be summed up as the home atmosphere, the parent child relationship, the school environment, social and cultural factors and other political economic factors exert a great influence upon their personality development. But here in this study we will deal with only school environment.

**Classification of Personality**

What we are and what we hope or aspire to become is our personality. Ordinarily, the term 'personality' refers to the impressions which an individual makes on others. Personality, as a term, is used to Mean the con-figuration of individual characteristics and ways of behaving which determine an individual's unique adjustments to his environment. It influences out behaviour. It is the total integration of manners, attitudes, values, beliefs, ambitions, aspirations, interests, habits, sentiments, temperaments and traits. Personality can be classified on the basis of following broad categories :

1. **Type Approach**: The view point of Hippocrates, Kretchmer, Sheldon and Jung belong to this category.
   
   They classified the personality on the basis of physical makeup. Kretchmer divide personality into three categories :
   
   a. Pyknic (having fat bodies) : socially, jolly, easy-going and good-natured.
b. Athletic (balanced body) : Energetic, optimistic and adjustable.
c. Leptosomatic (lean and thin) : Unsociable, reserved, shy, sensitive and pessimistic.

2 **Trait Approach**: In the trait approach the personality is viewed in the terms of various traits. In our day-to-day conversation we ascribe traits to our friends and near one’s as being honest, shy, aggressive, lazy, dull, depended etc. Traits may be defined as relatively permanent and relatively consistent general behaviour pattern that an individual exhibits in most situations. These patterns are said to be basic units of one’s personality that can be discovered through observing one’s behaviour in a variety of situations. Cattell’s theory and Allport’s theory are said to be the best examples of traits approach.

Cattell began by attempting to make a complete list of all possible human behaviour. He ascertain how they are related, he found that each trait element has high correlation with some other traits and low with others. In this way, he identified some 16 specific groups and called them source traits. Some traits given by Cattell are

Reserved vs Outgoing  
Less intelligence vs More intelligence  
Submissive vs Dominant  
Practical vs Imaginative

3 **Type cum Trait Approach**: This type tries to synthesize the type and trait approaches. Starting with the trait approach, it yields definite personality types. The Eysenck’s theory of personality reflects such an approach. The three basic dimensions derived by Eysenck through his work are :

a. Introversion-extroversion  
b. Neuroticism (emotional instability – emotional instability)  
c. Psychoticism

4 **Psychoanalytical Approach**: Freud believed that the anatomy of our personality is built around the three unified and inter-relating systems, namely, id, ego and superego. The id is the raw, savage and immoral basic stuff of man’s personality that is hidden in deep layers of his unconscious
mind. It consists of such ambitions, desire, tendencies and appetites as are
guided by the pleasure – seeking principle.

The ego, functions as a policeman to check the unlawful activities of the
id. It follows the principle of reality and acts with intelligence. Super ego is the
ethical or moral arm of the personality. It is idealistic and does not care for
realities. Perfection rather than pleasure is its main goal.

**Cattell’s view**

Cattell made an attempt at factor analytic studies of personality and
emphasizes that personality is concerned with “all behaviour of person, overt or
covert” under variety of environmental situations and thus personality is “that
which permits a prediction of what a person will do in a given situation.”

**Cattell** has also described traits in 16 factors questionnaire- The sixteen
personality factor questionnaire (16 PF) is an objectively scorable test devised by
basic research in psychology to give the most complete coverage of personality
possible in a brief time.

**16 Primary Personality Factors**

<table>
<thead>
<tr>
<th></th>
<th>Reserved, Detached, Critical, Cool</th>
<th>Vs</th>
<th>Outgoing, Warm hearted, Easy going, participating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Less intelligent, Concrete Thinking</td>
<td>Vs</td>
<td>More intelligent, Abstract-Thinking Bright</td>
</tr>
<tr>
<td>2</td>
<td>Affected by Feelings, Emotionally less stable, Easly upset</td>
<td>Vs</td>
<td>Emotionally stable, Faces reality, Calm, Mature.</td>
</tr>
<tr>
<td>3</td>
<td>Humble, Mild, Accommodating Confirming</td>
<td>Vs</td>
<td>Assertive, Independent, Aggressive, competitive, Stubborn</td>
</tr>
<tr>
<td>4</td>
<td>Sober, Prudent, Serious Taciturn</td>
<td>Vs</td>
<td>Happy-go-Lucky, Impulsively, Lively, Enthusiastic</td>
</tr>
<tr>
<td>5</td>
<td>Expedient, Evades Rules, Feels Few Obligations</td>
<td>Vs</td>
<td>Conscientious, Persevering, Staid, Rule bound</td>
</tr>
<tr>
<td>6</td>
<td>Shy, Restrained, diffident, Timid</td>
<td>Vs</td>
<td>Venturesome, Socially-bold, Uninhibited, Spontaneous</td>
</tr>
</tbody>
</table>
8. Tough-minded, Self-reliant, Realistic, No nonsense Vs Tender minded, Dependent, Over-protected, Sensitive
9. Trusting, Adaptable Free of Jealousy, Easy to get on with Vs Suspicious, Self-opinionated, Hard to Fool
10. Practical, Careful, Conventional, Regulated by External Realities Vs Imaginative, Wrapped Up In Inner Urgencies, Careless of Practical matters, Absentminded
11. Forth right, Natural, Artless, Sentimental Vs Shrewd, Calculating, Wordly, Penetrating.
12. Placid, Self-assured, confident, Serene Vs Apprehensive, Worrying, Depressive, Troubled
13. Conservative, Respecting Established Ideas, Tolerant of Traditional Difficulties Vs Experimenting, Critical, Liberal, Analytical, Free-thinking
14. Group-dependent, A Joiner and Sound Follower Vs Self sufficient, prefers own decisions
15. Undisciplined, Self-conflict, Careless of Protocol, Follows, Own urges Vs Controlled, Socially precise, Following Self-image
16. Relaxed, Transquil, torpid Unfrustrated Vs Tense, frustrated, Driven, over wrought

ADJUSTMENT

Adjustment is an important variable affecting child’s achievement, social development and psychological health. It is a major concern for parents as well changed scenario of the school system demand paper measurement of school adjustment. In India Municipal schools and schools on grant in aid system were only two major categories of schools thirty years ago. Then came the recognized private schools and then the international schools. Along with it variety in syllabus and learning material was introduced physical facilities, uniforms and daily routines varied a lot from school to school. Proportion of English medium school increased as compared to regional language schools. Concomitantly
attitudes and expectations of parents and teachers were revised. Naturally it becomes necessary to review traditional concept of school adjustment so that a useful measure of the same may be obtained. The success or failure of human being depends on the value pattern and adjustment to the life situations and society. The values as adjustment have important place in life of a student. “Adjustment is a process that provides us a happy and well contended life and keeps balance between our need and the capacity to meet these needs. It changes our life style according to the demand of the situation.

The concept of adjustment is as old as human race on earth the systematic emergence of this concept starts from Darwin’s (1859) theory of evaluation. During early days the concept was purely biological and Darwin used the term as adaptation operatively for physical demands of environment but psychologist use the term adjustment for ‘varying conditions of social or inter personal relations in this society.

The concept of adjustment is not a new one. It is one of those terms in psychology that has been a source of great confusion as the word has many meanings packed into it. Herbert Spencer introduced the term into scientific Parlance in his “Principles of Biology” in 1864; he defined it as, “continuous adjustment of the external relations”. William James therefore characterized the concept of adjustment as vagueness incarnate. John Dewey pointed out that in growing cultures the effective people do not adjust to the environment instead adjust the environment to suit the needs.

The term ‘adjustment’ has been defined in so many ways by different learned persons. The concept of adjustment is originally biological as propounded in Darwin’s theory of “Natural selection and adaptation to the environment”.

The dictionary meaning of the word "Adjustment" is to fit make suitable, adopt, arrange, modify harmonize or make correspondent. Thus when we make an adjustment between two things we adopt or modify one or both of them to correspond to each other. There has been a continuous struggle between the needs of the individual and the external forces since time immemorial.

Thus when we make on adjustment between two things we adopt or modify one or both of them to correspond to each other. There has been a
condone out struggle between the needs of the individual and the external forces since time immemorial. Good education proper care and provision of opportunities for creative expression inspire stimulate and sharpen the creative mind and it is in this sphere that parent’s society and teachers make a significant contribution.

**Meaning and Definition of Student Adjustment:**

**Introduction**

The problem of adjustment has become so vital in our complex and civilized society that psychologists have turned their deep interest in understanding it. The problem is a matter of such a wide spread concern that a number of books and journals on this issue are coming up. The complex structure and functioning of our society has proved to be too taxing for individual’s adjustive capacities to meet the demands of the environment. Personality and behavior disorders are increasing day by day have challenged the thought of psychologists, psychiatrists and the sociologists. The problem of maladjustment has become so common that steps are to be taken for preventing serious maladjustment. The prevention is essential not only for the individual, but for the society at large. The present generation, particularly the students are passing through a critical stage characterized by confusion; transition, in discipline and tension. This has posed a serious problem before the behavioral scientists in general and psychologists in particular.

The problem of adjustment, being faced by our adolescents, needs serious consideration. It has been rightly estimated that 18\textsuperscript{th} century was characterized by enlightenment, the 19\textsuperscript{th} century by progress and development whereas the 20\textsuperscript{th} century is characterized by anxiety and conflict. The mechanical and busy life has exposed the individuals to a greater stress affecting their adjustment capacity. The internal as well as external demands have been multiplied to which an individual seeks satisfaction. The 21\textsuperscript{st} century which will bring a computer age to found to make human beings behave like a machine demanding excessive concentration and speedy reaction. This would naturally pose a greater threat to the individual’s Ego and adjustive mechanisms and consequently his mental health.
Students at the school and college level suffer from irritability, worries, disturbed inter-personal relationship, resentment towards authority, worries over health and so on, which are indicative of the lack of optimum state of adjustment. So mental illness is not confined to people admitted in institutions, it also reaches into the home, into the school it can be found among college students. Now a day, student life is as much hard and tough as like any professional. The school environment, teachers behavior, family environment, their friend circle in the society are the main factors influenced the student adjustment in the schools.

Thus we can say that adjustment problem can be studied and easily conducted on the school going children or we can say school students as the researcher is trying to do here.

**Area of Student Adjustment:**

Life is a continuous process of adjustment. Everyday in life we make many adjustments. Most of them apparently in significant and many of them carried out more or less automatically with no particular thought and often with awareness. Student as well as teachers faces many problems of adjustment in various area like social, personal and professional problems. A brief discussion about them is as follows:

**1. Personal Adjustment:**

Personal attributes of the teacher has a great effect on the education and habits of the students. This personal quality like honesty, courage, charity, loyalty, humanity and fairness are worthy of invitation by student. An irritable, depressed, hostile, tired and neurotic teacher can create tension in the mind of the pupils and also may permanently effect their outlook on the life. A good teacher has excellent outlook on the life. A good teacher has excellent outlook on the life. A teacher’s interest prejudices, his habits of speeds and dress are as much part of his teaching as any subject matter. He is expected to have high ideas as these ideas make a way for the development of the student and thus the country.

A teacher is constantly reset by the demands of young mind and a personality adjustment teacher could only meet their needs interest culture and educational standards. A teacher showing good personal adjustment helps having the pupil develop self control, he directs their study, maintain their interest.
An adjustment teachers sponsor the classroom activities with interest, motivate, pupil stimulate their thinking use community resources improves teaching technique use special teaching and work efficiently and ask questions that stimulate their analytical mind.

2. Professional Adjustment:

Professional adjustment of a student is greatly divided by working conditions, his financial satisfaction and chances of promotion. If a student is satisfied with his study hours, time table, study facilities in the classroom, laboratory etc. then he can motivate himself to learn emerging technologies of education. A student feeling too much physical and mental fatigue in the student life or not getting full respect in the profession will feel himself inferior and will never be able to develop confidence, courage and leadership qualities in himself/herself.

3. Social Adjustment:

Student like many other professional workers, are constantly in public eye. They have countless opportunities to buildup stimulating social contacts in their profession and civil relationship. A socially adjustment teacher can develop a sense of cooperation, responsibility. Mass participation in social events, their obligation towards fellow being, society and country. Thus development of the personality of child and the teacher to a great extent depends upon the adjustment with environment.

4. Personal and Social Adjustment:

A well adjustment teacher lives at ease with other people and enjoys social contacts. He is able to establish rapport with other persons and the people also like him. They do not intend to avoid him. He is not self-centered but careful about the feelings of others. He does not harbor jealousy and hatred for others.

Factors Effecting Student Adjustment

Transition from primary to secondary school occurs during the developmental period of early adolescence. Mixed findings exist across the literature on the effects of transition on student adjustment outcomes. This has led to an understanding amongst researchers and educators that the effects of transition are not uniform. Treating young adolescents as a homogeneous group
might be extremely misleading. Much of the transition literature in early adolescence has been concentrated on typically developing students. Students with disabilities/chronic ill health conditions and at a social disadvantage have been excluded in cohort and longitudinal investigations. Thus, gaps exist in the understanding of factors that may promote or limit positive school adjustment, especially for those with social or health related issues, some of which have been addressed in this study. Student adjustment is operationalised in terms of academic, emotional-behavioural, social, and participatory dimensions. Therefore, the following outcomes are included: academic competence; emotional and behavioural difficulties; sense of self-worth; school belonging; loneliness and social dissatisfaction; and participation in school extra-curricular activities (e.g., social-leisure, civic, and creative pursuits). Bronfenbrenner in his study followed Two cohorts of participants (those making the transition from primary to secondary school during the academic year 2006/2007, and 2007/2008). At pre-transition, data from 395 students from a representative range of 45 feeder primary schools were retrieved. Post-transition data from two hundred and sixty six participants from 81 secondary schools across metropolitan and regional Western Australia were collected. Cross-informant data from stakeholders (i.e., parents, teachers and students) were retrieved using psychometrically robust measures. A social-ecological and developmental systems theoretical framework guided the research, which recognized the interdependence of individual characteristics within changing personal, family, school, and peer-group contexts (Bronfenbrenner & Morris, 1998; Brooks-Gunn, Peterson, & Eichorn, 1985; J. S. Coleman & Hendry, 1999). Assumptions about key influencing factors identified in the literature to influence student adjustment in school were tested, using a series of hierarchical linear regression models. The findings of the study confirm four main issues:1. At multivariate level, students’ gender, health status, and the SES-level of their household influenced adjustment outcomes to a varying degree, depending on: the adjustment outcome under review; the timing of the analysis (i.e., whether it was before or after transition, or longitudinal); and the associated personal and contextual factors considered in each analysis;2. Combinations of personal and contextual factors were found to predict student adjustment
outcomes in primary school. Longitudinally, primary level combinations of factors had reduced predictive power in explaining secondary school adjustment outcomes; and 4. Models that took into account the contribution of previous adjustment in primary school, the replica primary school model (primary school model with corresponding secondary level factors) and factors unique to secondary school, best explained adjustment outcomes in secondary school. Most of the personal and contextual predictors of adjustment can be modified to promote adjustment. Future longitudinal research that tracks mainstream students along the educational continuum is required to identify whether there are any additional personal and contextual factors that take on prominence in the later years of school.

Adjustment

The concept of adjustment is not a new one. It is one of those terms in psychology that has been a source of great confusion as the word has many meanings packed into it.

Herbert Spencer introduced the term into scientific parlance in his “Principles of Biology” in 1864. ‘Life’, he defined, is the continuous adjustment of the internal to the external relations.

William James therefore characterized the concept of adjustment as ‘Vagueness incarnate’.

John Dewey pointed out that in growing cultures the effective people do not adjust to the environment but instead adjust the environment to suit their needs.

According to Gates, “Adjustment is a continual process by which a person varies his behaviour to produce more harmonious relationships between himself and his environment.”

According to Drever (1952) “Adjustment means modification to compensate for or meet special conditions.”

C.V. Good, “Adjustment is the process of finding and adopting modes of behaviour suitable to environment or to the change in the environment.”

Dictionary of Psychology defines, adjustment as “Any operation whereby an organism or organ becomes more favorably related to the
environment or to the entire situation, environmental and internal” (Shffer, L.S. 1961).

Adjustment involves effective adaptation. It consists in the reduction of inner needs, stresses and strange and, in this sense, adjustment would be unique pattern depending upon the personality and needs of the individual. As each individual differs, so his needs differ and consequently his adjustment differs. Understood in this way, adjustment would be a harmonious relationship of an individual to his environment which affords him comfortable life devoid of strain, stress, conflict and frustration. This is the psychological view of adjustment.

MOTIVATION

The behaviour of any individual lies in motivation. He behaves as he does because he is motivated to do so. Motivation, thus, be regarded as something which prompts, compels and energizes an individual to act or behave in a particular manner at a particular time for attaining some specific goal or purpose. The motivation in academic line promotes achievement motivation, which is responsible for good academic achievement.

Achievement Motivation

The word motivation has been derived from the Latin word ‘motum’, which means to move, motor and motion. Motivation is an internal force which accelerates a response or behaviour. Some learners learn the same subject matter or task more effectively than others, some find it more rewarding and interesting than others; and some enjoy it more than others. At any given time, learners vary in the extent to which they are willing to direct their energies to the attainment of goals, due to difference in motivation.

Motivation is a generic term referring to a family of concepts used to explain initiating, direction, maintenance and termination of activities undertaken by living organisms. It impels or pushes our organism into activity, giving it a direction. It is useful to explain the variability observed in behaviour. In particular, the choice of behaviour is the main question because living beings are always active. The fluctuation or change in preference for activity or choice of goal leads to choosing one activity over the other. In general, people approach certain goals or engage in certain activities that are expected to have desirable
outcomes and avoid certain activities that lead to unpleasant or aversive outcomes. However, many people do like challenges, undertake difficult tasks and seek pleasure in engaging in adventures. These persons have different kinds and levels of motivation.

**Arun Monappa and Mirza S. Saiyadin** defined motivation as the level of desire of an individual to behave in a certain manner at a certain time and in a certain situation.

**Bernard** said that motivation is the stimulation of actions towards a particular objective where previously there was little or no attraction to that goal.

**Blair, Jones and Simpson** stated that motivation is a process in which the learner’s internal energies or needs are directed towards various goals and objects in his environment.

**Carroll (1969)** said that a need gives rise to one or more motives. A motive is a rather specific process which has been learned. It is directed towards a goal.

**Crow and Crow (1962)** opined that motivation is considered with the arousal of the interest in learning and to that extent is basic to learning.

**Good** defined motivation as the process of arousing, sustaining and regulating activity.

**Guilford (1950)** stated that motivation is a motive in any particular internal factor or condition that tends to initiate and sustain activity.

**Harold Koontz and Cyril O’Donnell** defined motivation as the drive and effort to satisfy a want or a goal.

**Hebb (1975)** felt that motivation refers to existence of an organized phase sequence to its direction and content and to its persistence in given direction or stability of content.

**Kelly (1955)** explained that motivation is the central factor in the effective management of the process of learning. Some type of motivation must be present in all learning.

Lovell defined motivation more formally as psychological or internal process initiated by some need which leads to activity that will satisfy that need.
Maslow (1954) stated that motivation is constant, never ending, fluctuating and complex and that it is an almost universal characteristic of, particularly, every organismic state of affairs.

Rasen, Fox and Gregory (1972) defined motivation as a readiness to accomplish his desire. An individual’s success and achievement in life and learning depends on his motivation. Motivation arouses interest in learning. It is the central factor in effective management of the process of learning. If a child is motivated properly, he will have adequate achievement motivation. Achievement motivation may be associated with a variety of goals. In general, the behaviour adopted will involve an activity which is directed towards the attainment of some standard of excellence.

Achievement motivation refers to the desire of a person to meet certain standards of excellence. The need to achieve, also known as n-Ach, energises and directs behaviour and influences perception of situations. It is not biological but shows a tremendous effect on human behaviour. People differ in the degree to which they experience this need. Early studies conducted by McClelland (1961) and other researchers on achievement motivation are correlated with high scholastic performance and success in business. Such motivated people opt for moderately difficult tasks. They are future-oriented and persist more on the task. Also, they are upwardly mobile.

Achievement motivation is acquired by children during the formative stages of social development. They learn it from their parents, other role models and socio-cultural influences. They acquire the values that they should attain a good position, social standing and distinguished status in the society.

The basis of achievement motivation is achievement motive, i.e., a motive to achieve. Those who engage themselves in a task on account of an achievement motive are said to work under the spirit of achievement motivation. Therefore, in order to understand the meaning of the term achievement motive, it is essential to know in detail the nature and meaning of achievement motive.

Motives, can be classified into various types, when one is concerned with making and retaining friendship with opposite sex, we say he has sex motive; when a student desires to become monitor of his class or captain of the foot ball
team, he is said to possess power motive; and his desire to seek the reward and approval of his teachers or parents is termed as approval motive. Similarly, the desire to improve his performance at school or to get a good grade or to become an engineer and so on is known as achievement motive.

Achievement motivation is relatively a new concept in the world of motivation. It is essentially a type of motivation that is personal in nature. It owes its birth to U.S.A. and basically a product of a system that is based on capitalism, cut throat competition, and blind race toward materialism.

Achievement was initially recognized as an important source of human motivation by the American psychologist Henry Murray in late 1930s. Although Murray identified achievement motivation as important to the behaviour of many people, it was the American psychologists David McClelland and John Atkinson who devised a way of measuring differences in achievement motivation.

McClelland, et. al. (1953) defined achievement motivation as a competition with a standard of excellence.

The achievement motive is conceived as a latent disposition which is manifested in overt striving only when the individual perceives performance as instrumental to a sense of personal accomplishment (Atkinson and Feather, 1966).

Achievement motive is defined in terms of the way an individual orients himself towards objects or conditions that he does not possess. If he values those objects and conditions and he feels that he ought to possess them, he may be regarded as having an achievement motive (Irving Sarnoff). A system of good direction in human activity that is closely related to competence, aggressiveness and dominance is described by psychologists as achievement motivation (McDavid and Hasari).

Achievement motivation may be associated with three varieties of goals, but in general, the behaviour adopted will involve an activity which is directed towards the attainment of some standard of excellence. Competition with other - in which they are beaten, may be included in it (McClelland and Atkinson). In general, achievement motivation is an expectancy of finding satisfaction in mastery of difficult and challenging performances whereas in the field of education, in particular, it stands for the pursuit of excellence.
Achievement motive comes into picture when an individual knows that his performance will be evaluated, that the consequence of his actions will be either a success or a failure and that good performance will produce a feeling of pride in accomplishment. Hence, achievement motive may be considered as a disposition to approach success or a capacity for taking pride in accomplishment when success at one or another activity is achieved.

Contrary to the achievement motive, there is also an aversion tendency known as ‘avoidance motive’ - found in the human beings. The avoidance motive or the motive to avoid failure is considered a disposition to avoid failure and/or a capacity for experiencing shame and humiliation as a consequence of failure.

Therefore, where achievement motive aims to maximize satisfaction of some kind, the aim of avoidance motive is to minimize pain by avoiding pain giving situation. The persons having a greater degree of achievement motive or avoidance motive are found to have a peculiar level of aspiration. While the person having avoidance motive either will not like to take any task in hand or will choose most simple and easy task or will choose most difficult task where there is no chance for success. Thereby, he chooses such activities which minimize his anxiety about failure. On the other hand, the person in whom the achievement motive is stronger is found to set his level of aspiration in the intermediate zone where there is moderate risk.

Further, when free to choose, such person always looks for new and more difficult task as he masters old problem. In this way, the person, who is more motivated to achieve, tries to maximize his own anxiety about failure, struggle hard for getting success and derive maximum pleasure from success.

Characteristics of the persons having high achievement motivation are:

1. The level of aspiration of such people is found to be higher. But they raise it step by step and always set in it the intermediate zone where there is moderate risk.
2. They show greater persistence in work at an achievement related task.
3. They are found to derive more pleasure from success than the people who are weak in achievement motive.
4. They show more efficiency or a higher level of accomplishment.
5. There is strong desire to excel and beat others or to perform the best and shine in material terms, among such persons.

6. They are found to possess more anxiety about getting success in comparison to the people who are weak in achievement motive.

7. Persons having materialistic attitude, belong to higher caste and capitalistic strata, are found to possess strong achievement motive.

McClelland (1965) prepared a list of various propositions and conditions for developing achievement motivation, some of which are described below.

1. Reasons to develop a motive: The individual should have in advance many reasons to believe that he should develop an achievement motive.

2. Realistic and reasonable motive: The individual should understand that his motive is realistic and reasonable.

3. Clearly understanding and describing various aspects of the motive: The individual should be able to clearly understand and describe various aspects of the achievement motive.

4. Linking the motive to related actions and deeds: The individual should be able to link the motive to related actions and deeds in order to bring about change in thoughts and actions.

5. Linking the motive to events: If the individual is able to link the achievement motive to events in his day-to-day life, his thoughts and actions will be influenced by achievement motivation.

6. Seeing the motive as an improvement in self-image: The thoughts and actions of the individual will be influenced by the achievement motive when the individual sees the motive as an improvement in his self image.

7. Self commitment to achievement of concrete goals in life: The individual should be able to achieve concrete goals in life related to the achievement motive.

8. Keeping a record of progress towards achieving committed goals: Individual should keep a record of his progress towards achieving goals by which he is committed.

9. Warm feeling and honest support and respect by others: It is likely that changes in motives occur in an atmosphere where the person feels warmly
but honestly supported and in which others respect him as an individual capable of guiding and directing his own behaviour in the future.

10. Significance of self-study: The setting should dramatize the significance of self-study and lift it out of the routine of everyday life. This will increase the probability of more changes in motive.

11. Achievement as a sign of membership in a new reference group: There is likelihood of occurrence of changes in motives if the achievement is a sign of membership in a new reference group.

It is the duty of the educator to help the student lacking the desire to achieve to acquire the desire or the motive.

SCHOOL ENVIRONMENT:

"Healthy Students and Healthy Staff Achieve More Together"

Environment is living things and what is around them. It can be living or non-living things. It includes physical, chemical and other natural forces. Living things do not simply exist in their environment. They constantly interact with it. Organisms change in response to conditions in their environment. In the environment there are interactions between plants, animals, soil, water, temperature, light, and other living and non-living things. In psychology a person's environment is the people, physical things, places, and events that the person lives with. The environment affects the growth and development of the person. It affects the person's behavior. It affects the person's body, mind and heart.

A positive school environment is defined as a school having appropriate facilities, well-managed classrooms, available school-based health supports, and a clear, fair disciplinary policy. There are many hallmarks of the academic, disciplinary, and physical environments of schools with a positive climate. A school environment is broadly characterized by its facilities, classrooms, school-based health supports, and disciplinary policies and practices. It sets the stage for the external factors that affect students.

The physical environment of school buildings and school grounds is a key factor in the overall health and safety of students, staff, and visitors. School buildings and grounds must be designed and maintained to be free of health and
safety hazards, and to promote learning. Studies have shown that student achievement can be affected either positively or negatively by the school environment. Policies and protocols must be in place to ensure food protection, sanitation, safe water supply, healthy air quality, good lighting, safe playgrounds, violence prevention, and emergency response, among other issues that relate to the physical environment of schools. A substantial body of research shows that, for good or ill, a school’s social environment has broad influence on students’ learning and growth, including major aspects of their social, emotional, and ethical development. The social environment is shaped by many factors:

- The school’s espoused goals and values
- The principal’s leadership style
- The faculty’s teaching and discipline methods
- The policies regarding grading and tracking
- The inclusion or exclusion of students and parents in the planning and decision-making processes

**JUSTIFICATION OF THE STUDY**

An area of controversy that still required clarification has centered about the social environment in the home and its effects upon adjustment and personality of the adolescents. Over the years, formal attention has been paid to the problems of the family. A family is a “Miniature Society”. The environment and size of the family is a sociological variable and plays an important role in the development of the individuals’ personality. In a small family, many issues such as size of the family, spacing of children, the main objectives of education and child rearing are matters of general agreement (Bossard and Sanger 1952). The effects of siblings on the adolescent’s development depend upon the number and sex of the siblings, the relationship they have with the adolescents and the way they are treated by their parents.

One of the personality dispositions that have received comparatively greater attention of researchers during the last decades is achievement related motive. The pioneer work of McClelland (1961) who has tried to show how important is the achievement motivation proceeds every age of economic prosperity and absence of such people is followed by economic decline. This
means that the achievement motivation plays a significant and decisive role in shaping the individuals as well as societies. The need for achievement is stable, learned characteristics in which satisfaction is obtained by striving for and attaining a level of excellence (McClelland 1953). People with a high need for achievement seek out situations in which they can compete against some standard by grades. Money or winning at a game and prove themselves successful. Instead of people high in achievement motivation are apt to choose tasks that are of intermediate difficulty. In contrast people with low achievement motivation tend to be motivated by a desire to avoid failure or they seek out easy tasks, being sure to avoid failure or they seek out very difficult tasks for which failure has no negative implications.

The expectation parents have for their children are also said to be important in the development of achievement motivation (Parsons 1983). Parents who expect their children to work hard and to strike for success will encourage them to do so and praise them for achievement directed behaviour.

Personality also has been recognized as a very important determiner of human behavior both in the laboratory as well as in the real life. Eysenck (1960) defined, “Personality is more or less stable and enduring organization of a person’s character, temperament, intellect and physique which determines his unique unhealthy reaction patterns find it difficult to adjust effectively either with the internal or external demands. Their behavior become disturbing to themselves and to the society both. Parental understanding of adolescents’ problems lead to greater interaction between family members, further the intensity of family relationship depends upon the size of the family (Sebald 1968). The smaller the family unit, the more intense and interaction is likely to be among the family members while Peterson’s (1977) data supports the control efforts increase as the family size increases.

**STATEMENT OF THE PROBLEM:**

“A Study of Personality and Adjustment of Adolescents as Related to Achievement Motivation in Varying School Environment”
Definition of Key Terms:

**Personality:** Personality is a combined product of cognitive and affective qualities of an individual. Personality is the sum of activities that can be discovered by actual observation over a long period of time to give reliable information.

**Adjustment:** Adjustment is a continual process by which a person varies his behaviour to produce more harmonious relationships between himself and his environment.

**Achievement Motivation:** Achievement Motivation is a competition with a standard of excellence. A system of good direction in human activity that is closely related to competence, aggressiveness and dominance is described by psychologists as achievement motivation.

**School Environment:** A school environment is broadly characterized by its facilities, classrooms, school-based health supports, and disciplinary policies and practices. It sets the stage for the external factors that affect students.

**OBJECTIVES:**

1. To study and compare the personality of high achievement motivated and low achievement motivated male adolescents.
2. To study and compare the personality of high achievement motivated and low achievement motivated female adolescents.
3. To study and compare the personality of male adolescents studying in good and poor school environment.
4. To study and compare the personality of female adolescents studying in good and poor school environment.
5. To study and compare the adjustment of high and low achievement motivated male adolescents.
6. To study and compare the adjustment of high and low achievement motivated female adolescents.
7. To study and compare the adjustment of male adolescents studying in good and poor school environment.
8. To study and compare the adjustment of female adolescents studying in good and poor school environment.
9. To study the relationship between Personality and Achievement Motivation of Adolescents.
10. To study the relationship between Personality and School Environment of Adolescents.
11. To study the relationship between Adjustment and Achievement Motivation of Adolescents.
12. To study the relationship between Adjustment and School Environment of Adolescents.

HYPOTHESES:

1. There is no significant difference between high achievement motivated and low achievement motivated male adolescents on personality.
2. There is no significant difference between high achievement motivated and low achievement motivated female adolescents on personality.
3. There is no significant difference between personality of male adolescents studying in good and poor school environment.
4. There is no significant difference between personality of female adolescents studying in good and poor school environment.
5. There is no significant difference between adjustment of high and low achievement motivated male adolescents.
6. There is no significant difference between adjustment of high and low achievement motivated female adolescents.
7. There is no significant difference between adjustment of male adolescents studying in good and poor school environment.
8. There is no significant difference between adjustment of female adolescents studying in good and poor school environment.
9. There is no significant relationship between Personality and Achievement Motivation of Adolescents.
10. There is no significant relationship between Personality and School Environment of Adolescents.
11. There is no significant relationship between Adjustment and Achievement Motivation of Adolescents.
12. There is no significant relationship between Adjustment and School Environment of Adolescents.

**Delimitations of the Study:**

1. The study is delimited to Sr. Sec. Students only.
2. Sample of the study is confined to 500 adolescents only.
3. The study is delimited to Rohtak District only.
4. The study is delimited to t-test & co-efficient of correlation.
5. The study is delimited to find out the effect of school environment and achievement motivation on personality and adjustment.