UNIT 3: HUMAN DEVELOPMENT AND ADJUSTMENT

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3.1 LEARNING OBJECTIVES

After studying this unit, you will be able to –

- apprehend the concept of human development and the concept of growth.
- explain the concept of adjustment.
- describe the concepts of adaptive and maladaptive behaviour.
- identify the strategies to deal with maladaptive behaviour and understand the

role of the teacher in this area.

- explain the factors that influence a child's adjustment.
- recognize the strategies adopted by teachers for the development and adjustment of children.

3.2 INTRODUCTION

Human life is full of diversity. The development of this diverse human life continues continuously. From the moment a child is born, he or she begins to move forward in the direction of development. Development is a natural process of human life. After birth, a person develops in different areas such as physical, mental, emotional, intellectual, and others. Through the development of these aspects, a person is able to adjust to new environments. The continuous development that takes place in human life is generally divided into four stages: infancy, childhood, adolescence, and adulthood or maturity. In fact, these stages of human life are divided mainly for the convenience of our study. In reality, human development cannot be limited to a fixed boundary. Human development is a continuous and uninterrupted process. A concept closely related to human development is growth. Through growth and development, human life can be properly adjusted. In this unit, we will discuss the concept, nature, and principles of human development, along with the concept of adjustment. We will also discuss the ideas of adaptive and maladaptive behaviour. In addition, we will explain the strategies for dealing with adaptive and maladaptive behaviour and the role of the teacher in this context. This unit will also discuss the factors that influence development and adjustment, the process of adjustment, and the strategies that teachers can adopt to promote development and adjustment.

3.3 HUMAN DEVELOPMENT

The study of human development is very important for everyone, especially for teachers. Teachers need to have knowledge about the development of students in order to establish effective interaction with them.

3.3.1 Concept of Human Development

Development is a broad qualitative concept. It is a comprehensive condition encompassing a person's physical, mental, emotional, and social aspects of growth. It is the result of the environment's favourable and unfavourable influences

on a living being's biological existence. Every individual is born with a physical and biological existence. The environment influences this existence, and as a result, development becomes possible. The process of development continues throughout life. It is a continuous and uninterrupted process that goes on during the entire lifespan.

The main characteristics of development are as follows:

- Development is the result of the interaction between a living being and the environment. In other words, development is the outcome of environmental influences on our inborn biological abilities.
- Development is a continuous, constant, and ongoing process. There is no clear break between any two stages of development.
- The speed of development is not always equal or normal at all times. Sometimes development is faster, and sometimes it becomes slow.
- Development usually takes place through the coordination of changes in physical, mental, emotional, social, and moral aspects. These aspects do not develop separately or independently.
- When compared based on gender, it is seen that the physical and mental development of boys and girls is not the same. Sometimes boys develop faster, and sometimes girls develop faster.
- An individual's development depends on physical maturity and education.
- Development is the result of both favourable and unfavourable environmental influences on the biological existence of a living being.
- Development is a goal-directed process.

3.4 NATURE OF HUMAN DEVELOPMENT

Development means a series of orderly changes that take place with age, which enable a person to grow and acquire new qualities and abilities.

The areas in which these changes occur are:

- Physical structure
- Knowledge and language
- Social, emotional, and moral development.

3.4.1 Physical Structure

Physical growth brings changes in size and shape. These changes in size are not limited only to height, weight, or visible body size, but also include internal growth such as the heart, stomach, eyes, and intestines. Besides this, bones also grow rapidly. Differences in physical structure can be seen among children. As a child grows older, the muscles become stronger. Generally, in early childhood, a child's body has more fat, and during adolescence, muscle development increases. Changes are also seen in motor skills. Coordination becomes visible in complex motor activities such as driving and swimming. These complex activities are made possible by the development and coordination of different muscles.

3.4.2 Cognitive and Language Development

Knowledge helps a person to understand meaning from the environment. Thinking and problem-solving are related to it. Generally, cognitive ability increases with age. Different theorists have explained the types and effects of these changes. In this field, an important theory was given by Piaget, where he analyzed the early changes in development. According to him, two important processes for cognitive development are assimilation and accommodation. Assimilation means taking in information from the environment as it is. For example, when a child sees a chair and learns to call it a chair. Accommodation means adjusting or using new knowledge in relation to previous learning. For example, the child may later understand that a chair is used for sitting.

According to Piaget, development moves through four stages: (1) Sensorimotor stage, (2) Pre-operational stage, (3) Concrete operational stage, and (4) Formal operational stage. In the sensorimotor stage, the child gains coordination of reflexes, movements, and actions. In the pre-operational stage, the child acquires many concepts or mental images and uses words to understand and describe them. However, it should be noted that the child cannot express all mental images or experiences through words. The child also cannot understand different relationships between events and sees situations only from his or her own point of view.

During the concrete operational stage, the child's thinking becomes more

developed, and he or she can understand the relationships between different concrete events. By the time the child reaches the formal operational stage, he or she becomes able to understand abstract concepts and the relationships among them.

The development of a child's language follows a similar pattern. The child first learns words to describe objects and gradually acquires abstract ideas. Through language development, thinking and problem-solving become easier.

3.4.3 Social, Emotional and Moral Development

Emotional development means the development of feelings such as happiness and sadness. These emotions gradually expand into feelings like love, excitement, joy, sorrow, anxiety, fear, and others. A child's social development first begins with attachment to family members and gradually extends to others such as peers, teachers, and neighbors. As relationships become wider, emotional development becomes faster.

As the child grows, he or she becomes involved in different organizations such as community groups and workplaces. Later, the child's behaviour and relationships should be based on the values, attitudes, and norms of society. Acting according to these values is related to moral development.

CHECK YOUR PROGRESS

Q No. 1: What are the areas in which changes take place?

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Q No. 2: Write about the social development of a child.

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3.5 PRINCIPLES OF DEVELOPMENT

From a general point of view, human development is based on different principles. The explanation of these principles is given below:

- **Development is a Continuous Process**: Growth and development begin from the time the fetus is formed in the mother's womb. This process continues

continuously afterwards.

- **The Tempo of Development is not Even**: Although development is a continuous process, its speed is not the same at all times. In infancy, development takes place very rapidly. Later it becomes slower. Again, during adolescence, development is seen to be fast.
- **Principle of Individual Difference**: Individual differences can be seen in the development of children. Differences are often found among children in their intellectual abilities. These differences are seen because of hereditary and environmental factors.
- **Principle of Integration**: According to this principle, a child's development moves from general to specific and from specific to general. While the child is engaged in specific activities, general rules are established. Therefore, development occurs through the integration of general and specific activities.
- **Principle of Inter-relation**: There is interrelation and interdependence among different areas of growth and development such as physical, mental, and social aspects. The development in one area leads to development in another area. Observation shows that students with low intelligence are often physically weak, emotionally unstable, and poorly adjusted.
- **Development is Predictable**: Each child develops in his or her own way, and this development helps in predicting the child's future possibilities. However, such prediction is possible only in the case of normal children. It is not possible in the case of exceptional or highly intelligent children.

3.6 CONCEPT OF ADJUSTMENT

The English meaning of the Assamese word 'সমাযোজন' is **'Adjustment.'** Its dictionary meaning is "to make suitable" or "to make fit," which means to make something appropriate or suitable. From a psychological point of view, adjustment means the effort made by an individual to adapt to the environment.

The term "adjustment" was first used in biology by **Charles Darwin**. Later, it was used in psychology. To maintain harmony with the environment, a person has to bring changes or modifications in behaviour . This process of building a positive relationship with the environment is called adjustment.

Adjustment generally takes place in two ways:

1. Adjustment made by a person with oneself or with one's biological needs.
2. Adjustment made by a person with one's environment, that is, social, personal, and cultural environment.

While defining adjustment, **James C. Coleman** stated, "Adjustment is the result of the individual's efforts to maintain a harmonious relationship with the environment, to cope with mental stress, and to satisfy his needs."

According to **James Drever**, "Adjustment means modification to compensate for or meet specific conditions."

According to **Gates**, "Adjustment is a continuous process by which a person modifies his behaviour to produce a more harmonious relationship between himself and his environment."

Some characteristics of adjustment are mentioned below:

- Adjustment is a process that leads us to live a happy and satisfactory life.
- Adjustment helps us maintain a balance between our needs and our ability to fulfil those needs.
- Adjustment makes us change our lifestyle according to the demands of our situation.
- Adjustment gives us the strength and ability to bring desirable changes in our environmental conditions.
- Adjustment is influenced and guided by a person's physical and mental condition.

Development and adjustment are complementary processes.

3.7 DEVELOPMENT AND ADJUSTMENT AS COMPLEMENTARY PROCESSES

As a teacher, you may feel that it is very difficult to manage some students. The reason may be the individual differences in their development and adjustment processes, which work in an interrelated and complementary way. In human life, development and adjustment work together. Adjustment aims to satisfy personal needs as well as the demands of the environment. There is no clear line separating adjustment and development. Both processes involve change and stability. Change mainly happens

because of development. Development can take place in many areas, such as physical, mental, language, emotional, and social aspects. The rate of development may differ from person to person. Even in a particular area, the rate of development may vary. The more development takes place in any area, the greater the ability to adjust. During development, the individual is at the centre, whereas in adjustment, importance is given to the relationship between the individual and the environment.

An important requirement of school education is to develop the child to such a level that he or she can comfortably stay away from home, receive toilet training, and take care of basic needs like eating food. This helps the child to adjust to the demands of school. The adjustment that children achieve later helps them to perform better and learn more, which further expands their development. For common school activities like reading and writing, children need to develop eye-hand coordination and motor control so that they can adjust to the school environment. When a child of a certain age shows ability in a particular area (for example, cognitive ability), it helps the child move towards further development.

To achieve a higher level of development, children try to see things differently. As a result, they gain control over their environment and develop self-confidence. As overall development takes place, a complete organisation of experiences is formed, which leads to better adjustment.

Therefore, it can be said that development and adjustment are complementary processes of each other.

CHECK YOUR PROGRESS

Q No. 3: Write one characteristic of adjustment.

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3.8 CONCEPT OF ADAPTIVE BEHAVIOUR

Adaptive behaviour refers to ways of thinking and responding that help reduce life problems and mental stress, and make us feel comfortable with ourselves and others. To understand adaptive behaviour clearly, we need to analyse an example. The example given below shows an adaptive response to a problematic situation.

The example is:

"Krishna was a very good student, but her Class 10 board exam results were much lower than she had expected. She became very upset. She felt very sad and spoke very little with her parents, brother, sister, and others. She stopped watching TV and going out with friends. She cried over small matters and remained unhappy. Her parents were very worried about her. After some days, she tried to come out of her sadness and started doing the activities she liked. She began to communicate properly with everyone. She thought to herself that she would wait for the mark sheet and try to understand where she had made mistakes. She decided to work harder for the next examinations and change her study and preparation strategies. She also planned to discuss with her teachers about ways to improve her performance in exams. After a few days, she began to feel lighter in her mind and restarted her daily activities."

This is an example of adjustment where a person tries to deal with an unpleasant situation in a way that helps to solve the problem. A person should try to understand why things happened against his or her wishes and expectations and bring necessary changes in thoughts and actions. Such positive and constructive thinking increases our confidence in our ability to deal with life's problems and challenges. This is called adaptive behaviour. Adaptive behaviour helps us control mental stress and manage ourselves even in difficult situations. Therefore, behaviours that help us deal with life's stresses are called adaptive behaviours.

Some strategies to increase adaptive ability are:

- Give yourself time to think about the problem and try to understand it clearly.
- Share your feelings with someone who understands you as a person.
- Think about the problem in a more objective and logical way and try to find the best possible solution.
- Have confidence in your ability to deal with difficult situations.
- Be flexible in your attitude and actions when the situation demands it.
- Spend time with positive people or seek professional guidance if needed.
- Learn to connect with your inner spiritual strength through prayer, meditation, or anything that brings peace.
- Avoid inactivity and try to involve yourself in daily activities as much as possible.

- Engage in sports, regular walking, listening to music, or any activity you like that helps you think clearly.

3.9 CONCEPT OF MALADAPTIVE BEHAVIOUR

Maladaptive behaviour refers to ways of thinking and behaving that do not solve the problems we face but instead create or increase our mental stress and difficulties. It is a process in which a person reacts strongly to a situation based on immediate emotions without solving the problem. This approach does not help in solving problems. Maladjustment reduces our self-confidence, makes us victims of negative emotions, and decreases our ability to deal with daily life situations. An example of this idea is given below:

"Maya had always performed well in examinations. However, in the Class 10 examination, she did not get the result she expected. Because of this, she became very upset and started doubting her own ability. She did not want to meet anyone, including her friends, and became irritable. She began to get angry over small matters and felt that no one loved her. She lost interest in her studies and started finding faults in everything. Her parents were very worried about her."

Maya's behaviour is an example of a maladaptive response that can create barriers to effective adjustment and general well-being. Instead of solving her problems, Maya began to lose interest in her studies. She became very irritable and pessimistic. Feeling angry and sad in difficult and stressful situations is a natural response. In such situations, how we handle ourselves determines our future behaviour.

Some examples of maladaptive behaviour are:

- Responding emotionally to problems, such as bursting into anger, isolating oneself, not talking to anyone, refusing to eat, etc.
- Thinking "Why does this always happen to me?" and imagining how things should have been, instead of thinking about the problem or trying to find a practical solution.
- Worrying constantly.
- Excessive smoking or drinking alcohol.
- Blaming others and refusing to accept reality by placing oneself above the situation.

These examples show that maladaptive behaviours are those that are not connected with the real solution of a problem. Being depressed, blaming others, worrying, remaining inactive, or engaging in negative actions do not help in solving problems. If these continue for a long time, they can damage our relationships with others. They can reduce our ability to work and manage our other duties and responsibilities.

Adaptive and maladaptive behaviours are not completely separate from each other. It is not correct to call a person fully adaptive or maladaptive. Most people show a mixture of both types of behaviour. Sometimes they respond to situations in an adaptive way and sometimes in a maladaptive way. Very few people show extreme behaviour. If we mostly respond in maladaptive ways, our vulnerability to fear, anxiety, and depression will increase. On the other hand, if we respond more in adaptive ways, our mental health will improve. Thus, there is a relationship between adaptive behaviour and mental health.

3.10 STRATEGIES TO DEAL WITH MALADAPTIVE BEHAVIOUR

Some strategies to deal with a person's maladaptive behaviour are described below:

- **Counselling:**

Counselling is basically therapeutic in nature. It aims to help individuals solve problems they are already facing. Counselling refers to a professional relationship between a trained counsellor and a client. This relationship is usually between two people, but sometimes more than two people may be involved. It helps clients understand and clarify their views about life and achieve specific goals by solving emotional or interpersonal problems. For this purpose, a counselling curriculum can also be arranged. A counselling curriculum is a complete and comprehensive approach that integrates counselling with the educational process. This strategy can help individuals who show maladaptive behaviour to avoid such behaviour.

- **Reinforcement:**

Reinforcement is any event or stimulus that increases the likelihood of a response being repeated. It is the process of strengthening or giving importance to a feeling, idea, or habit, which increases the intensity of that process. Reinforcement is of two types: positive reinforcement and negative reinforcement. Both can be used as corrective measures. Examples of positive reinforcement are praise, rewards, recognition, and

approval. Examples of negative reinforcement are punishment, disapproval, social criticism, or blaming.

- **Imparting Moral Values:**

Moral values enable a person to decide whether their relationship with others is proper and reasonable. It supports the inclusion of moral education in the curriculum because school students need to learn qualities such as truthfulness, patience, honesty, kindness, loyalty, respect, and patriotism. This can greatly help in reducing tension and anxiety, which may lead to adaptive behaviour.

3.11 ROLE OF TEACHERS IN DEALING WITH MALADAPTIVE BEHAVIOUR

At present, teachers are considered as friends, philosophers, and guides of students. One of the aims of the education system is to bring desirable changes in students' behaviour. Teachers play the main role in achieving this goal. In the classroom, teachers have to interact with students who show both adaptive and maladaptive behaviours. Teachers usually do not face many problems while interacting with students who show adaptive behaviour, but they face complex problems with students who show maladaptive behaviour. Therefore, teachers need to apply certain strategies to deal with students who show maladaptive behaviour. These are:

1. Commendation of student performance:

Praise can positively motivate students. Therefore, teachers should praise students, especially those who show maladaptive behaviour, for their performance.

2. Extra classes:

To correct maladaptive behaviour, teachers should arrange extra classes for students and motivate them towards improvement in both learning and behaviour.

3. Public speaking skills:

Teachers should help develop students' public speaking skills. This will increase their self-confidence and help them overcome negative aspects of their behaviour.

4. Teamwork:

Students with maladaptive behaviour can improve their behaviour by working in teams with students who show adaptive behaviour.

5. Rewarding effort:

Rewards bring honour, recognition, and praise for a person's achievement, which gives energy for better performance in the future. Rewards positively motivate maladaptive students.

6. Enhancing social skills:

To deal with maladaptive behaviour, teachers should help students develop social skills. The development of social qualities works like a strong remedy in correcting maladaptive behaviour.

7. Punishment:

Giving punishment creates fear of losing recognition, respect, or facing embarrassment, which negatively motivates students to protect themselves from such consequences. Therefore, teachers may also use this strategy to correct maladaptive behaviour.

8. Counselling services:

Research has shown that through counselling services, teachers can help students with maladaptive behaviour improve to a great extent.

9. Motivating slow learners:

For the overall development of slow or less intelligent learners, teachers should motivate them through different strategies.

10. Extending friendship to students:

In the modern education system, teachers are like friends to students. With a friendly attitude, teachers can remove maladaptive behaviours from students.

Besides these, teachers can also deal with maladaptive behaviour by using strategies such as emotional control, building self-confidence, and encouraging personal responsibility among students.

CHECK YOUR PROGRESS

Q No. 4: Why should moral value education be given to cure maladaptive behaviour?

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3.12 FACTORS AFFECTING DEVELOPMENT

There are various factors that influence human development. The three main factors are described below:

1. Home or Family

The family plays an important role in the development process. It helps in developing the inborn qualities of children. Family members guide children on how these qualities can help them adjust to the environment. Therefore, the family is also considered the foundation of education. In the home environment, under the care of parents and other family members, efforts are made to properly guide the child's growth and development. They informally provide different kinds of education necessary for life, which later help children adjust to the environment.

Inspired by the love and ideals of parents at home, children later show similar behaviour. During childhood, family members should be aware of every aspect of a child's physical, mental, social, emotional, and moral development and help make the development process active. Creating positive thinking about life in children is an important duty of the family, which helps in their overall development in later stages.

The responsibilities of the family in development are:

- Fulfil basic needs as well as other physical and mental needs to help children adjust well to the environment.
- Provide nutritious food and drinks for physical growth and make children aware of the personal and social harm caused by unhealthy habits.
- Maintain loving and peaceful relationships among family members for mental and emotional development.
- Provide opportunities for social development within the family and celebrate social festivals sincerely so that children become familiar with social ideals, traditions, and beliefs.
- Home is the best place for developing moral values. A suitable environment should be created to keep moral values alive and provide practical knowledge of human qualities.
- Parents and other family members should set examples of discipline and responsibility in personal and social work. This helps children develop a selfless attitude toward social service.

- Parents should help children understand their abilities, potential, and socio-economic reality so that they can adopt realistic life goals and develop a good personality.
- Parents should encourage children's positive qualities instead of constantly criticizing or comparing them with others.
- A peaceful home environment with good relationships among parents and between parents and children is necessary for strong personality development. Parents should avoid creating conflict.
- Parents should involve children in household work and allow them to make decisions to build self-confidence and self-analysis so that they can later solve their own problems and adjust to the environment.

2. School

The role of school in a child's development is immense. After the family, the school takes responsibility for development. It systematically helps children develop their personality based on their abilities and potential. By building upon knowledge and experiences gained at home and refining them when necessary, the school helps children adjust to the changing society.

A school is compared to a small society because students from different castes, religions, and languages learn and share experiences together. Schools must include both growth and development in their activities. They take responsibility for physical, mental, emotional, social, and moral development.

The duties of the school include:

- Providing a peaceful, disciplined, and healthy academic environment for personality development.
- Identifying and developing children's hidden talents under the guidance of experienced teachers.
- Arranging sports and physical exercises and identifying talented students for training.
- Identifying gifted and slow learners and providing education according to their abilities, including intellectual and vocational education.
- Encouraging participation in group activities and organizing programs like NCC, Red Cross, Scouts and Guides under trained supervision for social development.

- Organizing recitation, dance, music, drawing, etc., to promote emotional development.
- Arranging educational tours to important historical and educational places to develop national feeling, social service, unity, and respect for tradition.
- Developing scientific thinking to make students aware of superstitions and help them overcome such beliefs.
- Building self-confidence and helping students develop realistic life goals.
- Teachers should act as role models and be friends, philosophers, and guides to students.

3. Society

Human beings are social beings. Every individual lives in and for society. A child's personality can best develop within the social environment. Through interaction with others, personality becomes fully developed. Elder members of society pass on their knowledge, experiences, traditions, and values to the younger generation. These experiences greatly influence the growth and personality of young and inexperienced children. In this way, continuity in society's growth and development is maintained.

In earlier times, children participated in social activities and learned social processes. Through such participation, they gained knowledge about relationships between individuals and society. Cultural heritage is vast, and through it, individuals gain skills and knowledge necessary for a better and happier life. By taking part in social activities, children informally learn traditions, customs, and social behaviour.

Society is always changing. Due to scientific and technological advancements, society changes constantly. National and international changes have introduced new aspects into social life. Information technology and communication have influenced the whole world. Globalization has turned the world into a small town. These changes have created new problems in daily life and directly affected the education system.

Old educational methods cannot solve modern problems. Education must include new methods and subjects to bring social progress. Traditional education has not fully provided life-related experiences. If education remains disconnected from social and national events, it cannot shape ideal citizens. Therefore, education needs major reform to reflect the needs and aspirations of individuals and society.

According to John Dewey, "The main function of education is to develop and preserve civilization and culture. The origin of social groups, their continuity, group ideals,

and their relationship with individual life are all part of education. Without education, social groups and their functions would disappear."

Horn said, "As biological life maintains and transmits itself by nutrition and reproduction, so social life transmits by education."

Education plays an essential role in shaping individuals into successful future citizens. It should guide children properly at different stages of growth while considering social needs. Education helps preserve and develop society. The more education develops, the more civilization progresses.

Children are naturally active and energetic. They cannot remain inactive. As they grow, they engage in various activities. Growth and development are never static, and neither is a child's nature. Through continuous activity, individuals gradually become mature adults. Human development does not end at a single point. From birth to death, the process of education continues. Education has a great influence on growth and development. It introduces children to social norms and helps develop their inner qualities to their highest level, contributing to the overall development of society. Through interaction between individuals and society, both can achieve full and balanced development.

3.13 FACTORS AFFECTING ADJUSTMENT

The adjustment process is a complex task. Even if one environment gives satisfaction or happiness to a person, another environment may create conflict or frustration in the mind. As a result, different psychological instabilities and obstacles arise in a person. Some factors or elements that influence adjustment are as follows:

1. Family Factors

The important aspects under family factors are:

(a) A feeling of security creates healthy adjustment in children. The love and care of parents and attention to children's needs bring healthy feelings of adjustment in them. On the other hand, the lack of these may create problems of maladjustment in society and school.

(b) The attitude of parents helps children adjust well in society or school. Too much protection or neglect creates obstacles in children's adjustment. Strict control and harsh attitudes negatively affect a child's personality. Therefore, parents should understand their children's minds, discipline them properly, and encourage the development of self-confidence and self-reliance with love and affection.

(c) The economic condition of the family greatly influences children's personality and adjustment. If the family is financially strong, children's needs can be properly fulfilled, which helps in adjustment. But if the financial condition is poor and needs are not fulfilled, children may suffer from insecurity and inferiority feelings, and thus fail to adjust properly.

(d) Excessive expectations of parents create problems in children's adjustment. Sometimes parents expect too much and set very high goals for their children. When parents try to fulfill their own ambitions through their children, it creates mental problems in them and they may fail in adjustment.

(e) Feelings of rivalry and jealousy also influence children's adjustment. Rivalry or jealousy among family members creates obstacles in adjustment. For example, when a second child is born, the mother's attention toward the first child may decrease. As a result, the first child may feel insecure and face problems in adjustment.

(f) Frequent change of home also creates feelings of insecurity in children. Due to parents changing their place of stay for various reasons, children have to change schools and friends. In such situations, they have to adjust to new places and people. Frequent changes of environment often create difficulties in adjustment.

2. Factors Influencing Adjustment in School

The school environment greatly helps in a child's mental development and adjustment. For the development of a child's personality in all aspects, the school can arrange various curricular activities. The learning environment of the school also supports mental development. Some factors in school that influence adjustment are mentioned below:

(a) Excessive discipline and suppressive behaviour of teachers negatively affect students' minds. Strict discipline creates feelings of conflict, frustration, and fear, which become obstacles to healthy adjustment.

(b) Partial or biased behaviour of teachers creates negative feelings in students and disturbs their mental balance. Harsh words and cruel behaviour toward some students hurt their minds, and they fail to adjust properly.

(c) Heavy curriculum load and failure in examinations cause mental stress among students. If they fail to progress along with their peers, they develop feelings of inferiority and lose interest in real life. As a result, they fail to adjust properly. Therefore, teachers should understand students' problems, give guidance, and encourage healthy adjustment.

(d) A theoretical and unattractive curriculum cannot meet the real-life needs of students. As a result, they fail to adjust successfully. Therefore, the curriculum should be meaningful and need-based.

(e) During school time, children are very active. Therefore, games and sports are necessary. Along with academic work, co-curricular activities are also important. The absence of such activities does not provide students with opportunities for healthy adjustment in all areas.

(f) The present examination-centered system also affects students' adjustment. Failure in examinations and the grading system create feelings of frustration and disappointment. Students are forced to believe that passing examinations is the main goal. As a result, various conflicts arise in their minds and healthy adjustment becomes difficult.

(g) Insecurity in employment also greatly affects students' adjustment. Even after successfully completing a prescribed course, students may not get proper employment. The present education system and economic condition cannot clearly assure employment. As a result, problems of adjustment arise.

CHECK YOUR PROGRESS

Q No. 5: Mention one family factor that influences development.

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Q No. 6: Mention one factor in school that influences adjustment.

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3.14 STRATEGIES ADOPTED BY TEACHERS FOR DEVELOPMENT AND ADJUSTMENT

When students' needs are not properly satisfied, maladjustment develops among them. To prevent problems of maladjustment and to ensure overall development, a teacher should adopt certain strategies. These strategies are:

(1) Students should be given enough opportunities to use different senses like seeing and hearing. For this, the learning environment must be healthy and suitable. The teacher should make proper arrangements for this.

(2) When teachers allow students to do work on their own, students feel that the teachers trust their abilities. This automatically helps in their development and adjustment.

(3) Teachers should clearly state what they expect from students. Then students will know in which direction they should try. The need for too much discipline or advice should be reduced.

(4) Emotional development is very important. Therefore, students should be taught to live and work together. Teachers should also encourage parents to remain calm and emotionally balanced.

(5) Every child should develop self-discipline (self-control), and teachers should give importance to this area.

(6) Since many tasks are difficult to complete, students often face dissatisfaction and frustration. When they fail to achieve their goals, they may doubt their own abilities. Teachers and parents should be aware of such issues, as they may unknowingly cause more harm.

(7) Teachers should observe with whom students form friendships.

(8) Teachers should pay attention so that students' basic needs are not left unsatisfied. These include the need for self-acceptance, independence, responsibility, social belonging, and companionship.

(9) Maladjustment is related to students' physical and mental health. To remove physical and mental problems, arrangements should be made for balanced food, exercise, and proper rest.

(10) School activities should be organized in such a way that students do not feel rejected by the group or suffer from insecurity.

(11) The discipline system in school should be proper. It should neither be too strict nor too lenient.

(12) Suitable co-curricular activities should be arranged for students in school.

Teachers should be sensitive to students' needs and also update new and innovative methods of teaching and handling students. This will reduce academic problems and lack of interest in studies. Teachers should know how to treat students with respect and how to remain fair and unbiased.

2 3.15 LET US SUM UP

- Human development is a complete process that includes physical, mental, emotional, and social aspects of a person. The process of development continues throughout life.
- From a general point of view, growth and development may seem to have the same meaning, but in reality they are not the same. The word growth refers to physical maturity of a person.
- The nature of human development includes physical structure, cognitive (knowledge-related) and language aspects, as well as social, emotional, and moral development.
- Adjustment is the effort made by a person to adapt himself or herself to the environment. Charles Darwin first used the term “adjustment” in the field of biology. Adjustment and human development are related to each other. A higher level of human development indicates good adjustment. A common feature of adjustment and development is change and stability.
- Maladjustment refers to patterns of thinking and behaviour that do not solve problems but instead create or increase mental stress and difficulties.
- Some strategies to deal with adjusted behaviour include counseling, motivation, and providing knowledge of moral values.
- Some strategies used by teachers to deal with maladjusted behaviour are: praising students’ performance, arranging extra classes, improving public speaking skills, encouraging group work, giving rewards, developing social skills, punishment when necessary, providing counseling services, motivating backward students, building friendly relationships with students, controlling emotions, developing self-confidence, and encouraging personal responsibility.
- Some adjustment processes in children are: daydreaming, compensation, identification, rationalization, sublimation, projection, aggression, repression, withdrawal, regression, and denial.
- The role of the teacher is very important in a child’s adjustment and development. Teachers should be aware of students’ needs and use innovative teaching methods.

O 3.16 FURTHER READING

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- Nirmala, J. (2012). *Psychology of Learning and Human Development.* Hyderabad - Delhi : Neelkamal Publications Pvt. Ltd.
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K 3.17 ANSWERS TO CHECK YOUR PROGRESS

Answer to Q No. 1: The areas where change takes place are – physical structure, knowledge and language, and social, emotional, and moral development.

Answer to Q No. 2: A child's social development first begins in the family and gradually develops with others such as peers, teachers, and neighbours.

Answer to Q No. 3: One characteristic of adjustment is that it is a process which helps us to live a life with happiness and satisfaction.

Answer to Q No. 4: Moral values help a person to judge whether their relationships with others are proper and reasonable or not. They also help to reduce tension and anxiety, through which maladjusted behaviour can be identified.

Answer to Q No. 5: One family factor that influences development is providing nutritious food and proper drink. Children should be made aware of the personal and social harm that may result from unhealthy food habits.

Answer to Q No. 6: One factor in school that influences adjustment is excessive discipline and suppressive behaviour of teachers. Strict discipline creates feelings of conflict,

frustration, and fear in students' minds, which become obstacles to healthy adjustment.

Answer to Q No. 7: Teachers should pay attention so that students' basic or primary needs are not left unsatisfied.

3.18 MODEL QUESTIONS

(A) Very Short Questions

Question 1: What is development?

Question 2: Mention one principle of development.

Question 3: What is adjustment?

Question 4: What is adaptive behaviour?

Question 5: What is maladaptive behaviour?

Question 6: How does the economic condition of the family influence adjustment?

Question 7: What are adjustment strategies?

(B) Short Questions

Question 1: Write the characteristics of development.

Question 2: Write the characteristics of adjustment.

Question 3: Give one example of adaptive behaviour.

Question 4: Give one example of maladaptive behaviour.

Question 5: Explain the relationship between adaptive behaviour and mental health.

Question 6: Explain the relationship between moral values and development.

Question 7: Do the excessive expectations of parents create problems in a child's adjustment?

Question 8: Does biased behaviour of teachers create obstacles in students' adjustment?

Question 9: Write about the identification technique of adjustment.

(C) Essay-Type Questions

Question 1: Explain the nature of human development.

Question 2: Describe development and adjustment as complementary processes.

Question 3: Explain the strategies for increasing adaptive ability.

Question 4: Describe the strategies for dealing with maladaptive behaviour.

Question 5: Describe the role of the teacher in dealing with maladaptive behaviour.

Question 6: Explain the factors that influence a child's adjustment.

Question 7: Describe the strategies of adjustment.

Question 8: Mention the strategies adopted by teachers for children's development and adjustment.

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