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DEVELOPMENTAL PSYCHOLOGY

SEMESTER – IV

EDUCATION

COURSE 03

BLOCK 2

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COURSE INTRODUCTION

This is the third course in Education for the fourth semester of two year Master Degree Level. The course consists of two blocks. This course primarily will deal with the basic concepts of developmental aspects of human being. As we know that human life is marked by sequential phases with certain behavioural changes brought by growth and development. This course will introduce you with the basic concept of developmental psychology and different stages of human life marked by significant behavioural changes. The first section of the course will introduce you with the concept, method of developmental psychology and the initial stages of human life. The second section of this course will help you to get acquainted with most challenging stages of human life and its allied aspects. After going through this course, you will have a clear picture how an individual is born and developed through different stages of human development.

BLOCK INTRODUCTION

This is the second block of this course. It comprises of total seven units of the course. The **ninth Unit**- ***"Development in the Pre-School Child"*** deals with developmental aspects of early childhood staged individual. The **tenth unit**- ***"Development in the School Age Child"*** covers developmental aspect of those individual falling under the stage of late childhood. The **eleventh unit**- ***"Role of Home for Personality Development"***, and the **twelve unit *"Role of School for Personality Development"*** discuss the role played by home and school in the personality development of children. The **thirteenth unit *"Development in the Adolescent"*** covers the developmental changes that occur in the most significant stage of adolescence period. The **fourteenth unit-*"Personality Development during Adolescence"*** deals with the different aspect related to personality development of adolescents. The **fifteenth** and **last unit** of this block ***"Juvenile Delinquency"*** explains the deviant behavioir of adolescents and how it can be cured.

While going through this block, you will come across some boxes in the middle of the text. These boxes will explain you more about some important points and concept within the text. Apart from this, there will be some broad and short questions which have been included under **"ACTIVITY"** and "**CHECK YOUR PROGRESS"** in every unit. Activities will increase your thinking and reasoning capacity as questions put in **ACTIVITY** are not directly derived from text. Hints on the answer to the short questions have been put under section **"ANSWER TO CHECK YOUR PROGRESS"** .Besides, a few text-related questions have been out in **"POSSIBLE QUESTIONS/ MODEL QUESTIONS".** These questions will help to draw your attention on the probable topics for the examinations so that you can prepare for the examination with confidence and determination.

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UNIT 9 : DEVELOPMENT IN THE PRE-SCHOOL CHILD

UNIT STRUCTURE

9.1 Learning Objectives

9.2 Introduction

9.3 The Pre-School Child

9.4 Physical Development in the Pre-School Child

9.5 Cognitive Development in the Pre-School Child

9.6 Social Development in the Pre-School Child

9.7 Let us sum up

9.8 Further Reading

9.9 Answer to check your progress

9.10 Possible questions

9.1 LEARNING OBJECTIVES

After going through this unit, you will be able to-

- acquire the concept of pre-school child
- understand how cognitive development take place in the pre-school child
- comprehend the social development in the pre-school child.

9.2 INTRODUCTION

After getting acquainted with the developmental characteristics of pre-natal, neonatal, infancy or babyhood period, it is very essential for you to be well versed with the developmental characteristics of one of the most important period of life-i.e., early childhood period. In the earlier discussion, we have pointed out that some developmental psychologists classified childhood period into two sub-stages-early childhood and late childhood. This subdivision of childhood is widely recognized at today's context. You may find variation in the age range of these stages as different psychologists classified these stages on their own study and research. Yet, the average

period range of childhood is somewhat between the end of babyhood and the onset of puberty. Hence, early childhood extends from two to six years and the late childhood extends from six to the time child becomes sexually mature. The ***early childhood stage can be treated as Pre-school period.*** This unit will familiarize you with the concept of early childhood or pre-school period and its various developmental aspects.

9.3 THE PRE-SCHOOL CHILD

Childhood begins when the relative dependency of babyhood is over at approximately the age of two years. Children falling in the age range of early childhood period are termed as pre-school children. Early Childhood stage or pre-school stage is the foundation period of life of an individual. It is a period of rapid - physical, mental, emotional, and social and language development of a child. Apart from these major development in the area of understanding, moral values too take place in the children. It is characterized by slow growth and rapid development. Early childhood is a distinctive period in the life span of a human being. The pre-school age is named differently by different people. It is labelled as 'The Problem age '; 'The Troubles some, or 'The Toy' age, by the parents as for many parents and teachers, it become a bit difficult for them to handle children. Psychologists named it as 'The Pre-gang age, 'The Exploratory', or 'The Questioning' age, "Imaginative age" and "Creative age" because of its unique characteristics.

Early Childhood as Pre-School

It has been mentioned that the early childhood stage is labeled by different terms. Educators named it as pre-school age. Because they wanted to distinguish it from the time when children are considered old enough both physically and mentally. The intention was to help the children to cope with the work they will be expected to do when they begin their formal schooling. Even when children go to nursery school or kindergarten, they are labeled as preschoolers rather than school children. In the home, day care center, nursery school or kindergarten, the pressures and expectation for young children are subjected to vary from those who will experience

when they begin their formal education in the first grade. As such the early childhood stage is a time of preparation for formal schooling.

Characteristics of Pre-school Child:

The following features are exhibited in the pre-school children-

- Pre-school children acquires a good physical development. Body proportions change markedly and the "baby look" disappears in them.
- Pre-school children are looking to explore life in a variety of ways as they spend most of their times in the environment around them and want to know how it works, the causes for several natural ongoing processes and how they can be a part of it.
- Pre-school children are influenced by imitations of speech and actions of others. This stage is an imitative age where they develops creative talents.
- Pre-school children are very talkative. The reason for this is that after they develop the basic skills of communication, they speak with ease and this influences them to communicate with other children.
- Pre-school children develop various skills by repeated trials and different attempts of completing goals.
- Improvement in speech and comprehension is developed among the pre-school children.
- Moral development is on a slow level among the pre-school children because intellectual development has yet not reached the point a child can learn or apply the abstract principles of right and wrong in their daily lives.
- Pre- school Children ask a lot of questions since they have a high level of curiosity as such this period is considered as Questioning age.
- Pre-school children loves to play as such they spend most of their time in playing.
- Emotions are especially intense in the pre-school children.

9.4 PHYSICAL DEVELOPMENT IN THE PRE-SCHOOL CHILD

The physical growth and development refers to a process which brings bodily and physiological changes, internal as well as external in an organism. Pre-school Stage is characterized by marked physical development. But, growth during pre-school stage proceeds at a slow rate as compared with the rapid rate of growth in babyhood. It is very important to know how children develop physically because physical development influences children's behavior directly and indirectly. It also determines what they can do and indirectly influences their attitude towards self and others. Moreover, personal and social adjustment of the children depends on the physical development. The physical development in pre-school children are discussed under the following headings-

A. Height: The average annual increase in height is three inches. By the age of six, the average child measures about 46.6 inches.

B. Weight: The average annual increase in weight is 3 to 5 pounds. At age six, children normally weigh approximately seven times as much as they did at birth. The average pre-school girl weighs 48.5 pounds and the average boy weighs 49 pounds.

C. Body Proportion: There is marked change in body proportion in the pre-school children. During this stage, the "baby look" disappears that used to be in them during the babyhood period. Facial features remain small but the chin becomes more pronounced and the neck elongates. There is gradual decrease in the stockiness of the trunk and the body tends to become cone-shaped. Some of the other characteristics in terms of body proportion in the pre-school children are- flattened abdomen, broader and flatter chest and boarder and square sized shoulder.

D. Body Build: During this stage, differences in body build become apparent for the first time. Some children have a fat body (endomorphic), some have muscular body (mesomorphic) and some have thin body (ectomorphic).

E. Bones and Muscles: Ossification which means hardening of the bones is an important features of physical development in pre-school children. The bones ossify at different rates in different parts of the body. The muscles become larger, stronger and heavier. As a result, children look thinner as early childhood progresses even though they weigh more.

F. Fat: Regarding fats in children, it has been observed from the research study that children with fat body have more fatty tissue (adipose tissue) than muscular tissue. Again children with muscular body have more muscular tissue than fatty tissue. The children with thin body have both small muscles and little fatty tissue.

G. Teeth: During the first four to six month of early childhood stage or pre-school stage the last four baby teeth erupt. Again, during the last half year of early childhood stage, the baby teeth begin to be replaced by permanent teeth. With the end of early childhood stage, the child generally has one or two permanent teeth in front and some gaps where permanent teeth will eventually erupt.

H. Nervous System: The growth of the nervous system is very rapid before birth and during the first half of pre-school period. Before birth the development consist primarily of increased in the number and size of the nerve cells, because no new cells are formed after birth. As such, development in the first four years i.e. in the first half of early childhood stage consist of the development of immature cells present at birth. After the age of 3 or 4, growth of the nervous system proceeds at a relatively slow rate.

In spite of the predictable physical development in average pre-school children discussed above, there are individual differences in all aspects pf physical development in children. Children of superior intelligence tend to be taller in early childhood than those of average or below average intelligence and shed their temporary teeth sooner. Moreover, sex difference also impacts on physical development in children. Ossification of the bones and shedding of temporary teeth are more advanced age for age in girls than in boys. The nutrition, treatment and care provided by the family too

matter a lot in the physical development of the child. Children from higher socio-economic groups tend to be better nourished and receive better pre-natal and post-natal care. These children tends to vary in height, weight and other physical development than the average.



LET US KNOW

- Ossification of the bones and shedding of temporary teeth are more advanced age for age in girls than in boys
- Early childhood stage or pre-school stage is regarded as the teachable moment for acquiring different skills.
- **Hand Skills**: Self-feeding, dressing, brushing, throwing, catching, drawing, coloring.
- **Leg Skills**: hopping, skipping, galloping, jumping, climbing, tri-cycling, swimming, balancing, dancing.

9.5 COGNITIVE DEVELOPMENT IN THE PRE-SCHOOL CHILD

Cognitive development or mental development is a continuous process which continues without interruption in every stage of growth. The process of mental growth and development of an individual's cognitive, mental or intellectual abilities like sensation, perception, conception, generalization, interpretation. These abilities are inter related and never developed in isolation. Childhood is a rapid mental growth and development. The child's mental functions and mental capacities which relate to his perception, memory, reasoning, concept formation, problem solving and creative thinking are important for tackling the many different problems of life and intimately related to his performance as a learner. Mental development comes from the maturation of the intellectual capacities of the child and from knowledge acquired by learning over a period of time. The second stage of cognitive development as analyzed by **Jean Piaget** is termed as pre-operational stage which extends from 2 to 6 years of life. Language development takes place during this period of early childhood

stage which help the child to make use of symbols to represent objects.

The following are the developmental characteristics in terms of cognition in pre-school child –

- **Perception:** During the pre-school stage, the mental abilities of the child develop very rapidly. His perceptual powers increases and his curiosity are aroused to a great extent.
- **Curiosity:** With increased intellectual abilities and increased ability to speak and communication the pre-school children acquire the ability to ask questions in words.
- **Discrimination between people and object:** With increased intellectual abilities, especially the abilities to reason and to see relationships, pre-school children's understanding of people, objects and situations increases rapidly. They can discriminate between people and object easily.
- **Understanding Relationship:** During this period, children come to know about the simple relationships, like - parents, sibling, relatives etc. This increase in understanding comes from new meanings being associated with meanings learned during baby-hood.
- **Self-understanding:** By the time they are three years old, most young children know their sex, their full names, and names of different parts of their bodies.
- **Meaningful concept:** Pre-school children begin to notice details that formerly escaped their attention. As a result, their concept become more specific and meaningful to them.
- **Concept Development:** Pre-school children develop many of the same concepts which they earn through their common learning experiences. There are differences in the concept children develop in their preschool years, but many of these differences overcomes when they go to school and subjected to similar learning experiences. Some of the common concept that pre-school children develop are-
  - **a) Life:** Pre-school children tend to ascribe living qualities to inanimate objects-like doll and stuffed animals.
  - **b) Death:** Pre-school children tend to associate death with anything

that goes away but they are unable to comprehend the finality of death.

c) **Body Function:** Pre-school children develop the concepts of bodily functions. With the entrance in school, these concepts are elaborated.

d) **Space:** Pre-school children can judge short distance and judge left and right accurately.

e) **Weight:** Pre-school children estimate weight almost exclusively in terms of size.

f) **Numbers:** Pre-school children usually understand numbers up to an average number. The preschool experiences help the child in this context.

g) **Time:** Most of the pre-school children know the day of the week and by they reach the end part of early childhood stage, they are able to categorize the month, season and year.

h) **Self:** By the time children are three years old, they know their sex, their full names and names of the different parts of their bodies. Play helps in the development of self-concept.

i) **Beauty:** Most pre-school children prefer music with a definite tune or rhythm and they like simple design and bright colors.

Thus the capacity to learn, remember and symbolize information and to solve problems exists at a simple level in young children, who can perform cognitive tasks such as discriminating animate and inanimate beings or recognizing small numbers of objects. Developmental advances in cognition are also related to experiences and learning.



CHECK YOUR PROGRESS

Q 1: What are the other terms used to refer early childhood period?

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Q 2: Why educators named early childhood as pre-school age?

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Q 3: What is the annual average increase of height in pre-school children?

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Q 4: What is the age range of pre-operational stage as suggested by Jean Piaget?

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9.6 SOCIAL DEVELOPMENT IN THE PRE-SCHOOL CHILD

One of the most important development that take place in pre-school children is social development. Social development means acquisition of the ability to behave in accordance with social expectation. During the childhood period, there is a strong drive to be with others and to be accepted by them. When this need is not meet, the child become unhappy. That's why parents, teacher and the member concerned should be very careful in fulfilling the social needs of children. As social aspect of personality plays a very important role in children's life.

It has already been mentioned that pre-school period is also termed as ***pre-gang age*** it is because children acquire the preliminary training and experience needed to become a member of a "Gang" in late childhood. The foundations for socialization are laid by the family, neighborhood and by his pre-school. The child develops his social qualities in his family. A good family provides a good social atmosphere for the child to develop healthy social habits. Sometimes he goes to the neighborhood. He finds that the atmosphere there is different from that at home and he tries to adjust with that atmosphere. He develops friendship with other children of his age in the neighborhood. He plays with his friends and sometimes he also quarrels. Through this interaction, he acquires many social qualities.

They come to know of teasing, imitating, quarrelling, sympathy, sharing, cooperation etc.

The following characteristics mark the social development in pre-school child –

- **Formation of social behavior**: The most important forms of social behavior necessary for successful social adjustment starts appearing and begin to develop at pre-school stage. Though these forms are not fully developed however it is crucial in terms of establishing basic social attitudes and pattern of social behavior.
- **Establishment of social Contact**: During the pre-school period or early childhood period, children learn how to make social contacts and how to get along with the people outside the home, especially children of their own age. They learn to adapt themselves to others and how to co-operate in play activities.
- **Social awareness:** This period is marked by greater degree of social awareness. The pre-school children learn to share, co-operate and to do things with others. There is a great expansion of child's social world.
- **Peer interest:** During this period, the children tries to seek independence from his parents and other members of the family. Interest in playmates of his own age get increased. In the selection of companion, children prefer other children of their own age and levels of development who can do what they are able to do.
- **Gang influence:** Early childhood is termed as pre-gang age, because children acquire the preliminary training and experience needed to become a member of a "Gang" in late childhood. During this time, the numbers of contacts children have with other children increases and this determines how their social development will progress.
- **Development of regards for others:** The children by nature is largely self-centered. He wants everything for himself and he is jealous of his possessions. During the pre-school period, the child rises above this ego-centeredness and develops regard for others. Instead of keeping his own interest above everything else, he normally starts taking into consideration the interests of others.

Some of the common social behavior pattern in pre-school children:

It has already been mentioned that the most important form of social behavior begins to develop during the pre-school period. It is important to note that we cannot expect that children will always develop social pattern. Many of the social pattern appear to be unsocial or even antisocial. Here, we are going to mention about the social behavior pattern in pre-school children-

A. Imitation: Children imitate the attitude and behavior of a person whom they especially admire and want to be like.

B. Rivalry: The desire to excel others is apparent as early as the fourth year. It begins at home and later develops with children outside the home.

C. Cooperation: By the end of third year, cooperative play and group activities begin to develop and increase in both frequency and duration as the child's opportunities for play with other children increase.

D. Sympathy: Sympathy appears occasionally before the third year as it requires an understanding of the feelings and emotions of others. The more play contacts the child has, the sooner sympathy will develop.

E. Empathy: Like sympathy, empathy requires an understanding of the feelings and emotions of others but in addition, it requires the ability to imagine oneself in the place of the other person. A few children are able to do this until the early childhood ends.

F. Social approval: As early childhood draws to a close, peer approval becomes more important than adult approval. Young children find that naughty and disturbing behavior is a way of winning peer approval.

G. Sharing: Pre-school children discover from experience with others that one way to win social approval is to share what they have specially the toys with others. This sharing pattern in them replaces their selfishness.

H. Attachment Behavior: During this stage, the children try to attach their affection to people outside the home such as nursery school teachers or some inanimate objects.

Knowing what the pattern of social development is makes it possible

to predict what the child's behavior in a social situation is likely to be at a given age. Generally the social behavior and attitude of a child reflect the treatment he/she receives in the home or pre-school. Hence, it is very much essential for the parents and the teachers to create conducive social environment at home and school so that sound social behavior can be expected from these children.



CHECK YOUR PROGRESS

Q 5: What is Concept Development in Pre-school children?

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Q 6: Why is pre-school period considered as pre-gang age?

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Q 7: Mention two common social behavior pattern in pre-school children.

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9.7 LET US SUM UP

After going through this unit, it can be summarized as-

- Children falling in the age range of early childhood period are termed as pre-school children. Early Childhood stage or pre-school stage is the foundation period of life of an individual.
- The pre-school age is named differently by different people. It is labelled as 'The Problem age '; 'The Troubles some, or 'The Toy' age, by the parents. Psychologists named it as 'The Pre-gang age, 'The Exploratory', or 'The Questioning' age, "Imaginative age" and "Creative age" because of its unique characteristics.

- Educators named it as pre-school age. Because they wanted to distinguish it from the time when children are considered old enough both physically and mentally.
- Pre-school Stage is characterized by marked physical development. But, growth during pre-school stage proceeds at a slow rate as compared with the rapid rate of growth in babyhood.
- Social development during the childhood period means acquisition of the ability to behave in accordance with social expectation, there is a strong drive to be with others and to be accepted by them.
- Some of the common social behavior pattern in pre-school children are- Imitation, Rivalry, Cooperation etc.



9.8 FURTHER READING

1) Ahlawat Neetu(2010): Developmental Psychology, RBSA Publisher, Jaipur.
2) Chetry Krishna Kumari (2016): Developmental Psychology, Ashok Book Stall, Panbazar, Ghy.
3) Goswamee Gayatree (2008): Child Development and Child Care, Arun Prakashan, Guwahati, Assam.
3) Hurlock Elizabeth B (1980): Developmental Psychology: A life-span Approach, Mc Graw Hill Companies, Inc., New York.



9.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: The other terms used to refer early childhood period are- *The Problem age '; 'The Troubles some, or 'The Toy' age, 'The Pre-gang age, 'The Exploratory', or 'The Questioning' age, "Imaginative*

age" and "Creative age".

Ans to Q No 2: Educators named it as pre-school age. Because they wanted to distinguish it from the time when children are considered old enough both physically and mentally. The intention was to help the children to cope with the work they will be expected to do when they begin their formal schooling

Ans to Q No 3: The average annual increase in height is three inches. By the age of six, the average child measures about 46.6 inches.

Ans to Q No 4: The age range of pre-operational stage as suggested by Jean Piaget extends from 2 to 6 years of life.

Ans to Q No 5: Concept Development in pre-school children means they develop many of the same concepts which they earn through their common learning experiences such as –life, death, space, number, time.

Ans to Q No 6: Pre-school period is considered as pre-gang age because children acquire the preliminary training and experience needed to become a member of a "Gang" in late childhood.

Ans to Q No 7: Two common social behavior pattern in pre-school children are-

A. Sympathy: Sympathy appears occasionally before the third year as it requires an understanding of the feelings and emotions of others. The more play contacts the child has, the sooner sympathy will develop.

B. Empathy: Like sympathy, empathy requires an understanding of the feelings and emotions of others but in addition, it requires the ability to imagine oneself in the place of the other person. A few children are able to do this until the early childhood ends.



9.10 POSSIBLE QUESTIONS

A. Short Questions (Answer each questions in about 150 words)

Q 1: Who is a pre-school Child?

Q 2: Why do educationists consider early childhood as pre-school age?

Q 3: State some of the common concept formed in pre-school children.

Q 4: Discuss briefly some of the common social behavior pattern in pre-school children.

B. Long Questions (Answer each questions in about 300-500 words)

Q 1: Discuss the characteristics of Pre-school period.

Q 2: Discuss the physical development in pre-school children.

Q 3: Discuss the Cognitive development in pre-school children.

Q 4: Why pre-school period is considered significant from social developmental perspective?

*** ***** ***

UNIT 10 : DEVELOPMENT IN THE SCHOOL AGE CHILD

UNIT STRUCTURE

10.1 Learning Objectives

10.2 Introduction

10.3 The School Age child

10.4 Physical Development of the School Age Child

10.5 Cognitive Development of the School Age Child

10.6 Social Development of the School Age Child

10.7 Let Us Sum Up

10.8 Further Reading

10.9 Answer To Check Your Progress

10.10 Possible Questions

10.1 LEARNING OBJECTIVES

After going through this unit, you will be able -

- acquire the concept of school aged child
- understand how physical and cognitive development take place in the school aged child
- comprehend the process of social development in the school aged child.

10.2 INTRODUCTION

We know that every stage of human development has its own unique qualities and characteristics. Development follows a definite pattern as such each stage is interlinked with the later one. But when we reach the end of one period, we find it different from that of the previous one. Childhood period is sub divided into two stages - early and late childhood period. Both gives a clear but different picture of developmental features of this important phase of children 'life. Unit 9 of this block was a detail discussion of pre-childhood stage which is popularly known as early childhood period. The

different developmental characteristics of this early childhood period have clarified your idea how they attain developmental changes from different perspectives of development. Here in this unit, you will come across different developmental changes that take place in child when they enter into the later stage of childhood. The stage of late childhood is a sort of pseudo maturity, because at this stage, the child achieves a good degree of adaptation to his or her environment as compared with the children of the early childhood stage. The purpose of this unit is to familiarize you with the late childhood stage which is also known as school period, its different important developmental characteristics.

10.3 THE SCHOOL AGE CHILD

School aged child falls in the age range of 6 years to 12 years. This period is marked by the beginning of child's entry into formal schooling and ending in the advent of puberty. At both its beginning and end, late childhood or school age is characterized by conditions that profoundly affect a child's personal and social adjustment. This late childhood period is called by the ***educationists as school (elementary) age*** as it is the time when the child is expected to acquire the rudiments of knowledge that are considered essential for successful adjustment to later life. This period is significant as the child is expected to learn certain essential skills, both curricular and co-curricular. There are several other terms which are being used to describe late childhood or school period. Parents call it ***"troublesome"*** period as children are more influenced by the peers than the parents or older, they again use the term ***"Sloppy Age"*** as children tend to be careless. Again psychologists call this period as ***"Gang Age"*** as it is the time when children's major concern is accepted by their age mates and membership in a gang. The other two term used by psychologists to describe late childhood are- ***"age of conformity"*** and ***"Play Age", "Creative Age"*** etc.

The beginning of late childhood is marked by the child's entrance into first grade in school. As such they are regarded as school aged children. For most of the young children, this is a major change in the pattern of their lives, even when they have had a year or more of experience in some pre-

school institution. Entrance into first grade is a milestone in every child's life; therefore it is responsible for many of the changes that take place in terms of attitudes, values and behavior and as such in term of personality. When children develop the habit of working up to their capacities, the habit becomes persistent and tends to spread to all areas of child's life.

Characteristics of school aged Child:

The following features are exhibited in the school aged children-

- School age children falls in the age category from the age of six years to the time the individual becomes sexually mature.
- School age children are marked by excellence and pseudo - maturity.
- New interests are developed for the school aged child.
- Besides attaining maturity in sex; the school aged child also develops certain amount of physical and mental growth.
- The school age children form the habit of being achievers, under achiever or overachiever, hence school age period is called as critical period in the achievement drive.
- The school age children' major concern is acceptance by their age mates and membership in a gang with prestige.
- School age children tend to form group -approved standards in terms of appearance, speech and behavior.
- School age children attain slow and relatively uniform growth until the changes of puberty begin, approximately two years before the school aged child becomes sexually mature at which time growth speeds up markedly.
- Many new interests are developed in the school age children such as- appearance, clothes, religion, the human body, health, sex, school, status symbols etc.
- Thinking becomes more logical and systematic in school age children particularly in respect of concrete objects, events and experiences.
- School age children learn most of the social standards regarding sex roles and accept their gender as an unchanging aspect of themselves and their personality.



LET US KNOW

Psychologists on the basis of their studies revealed that boys mature sexually later than girls and as a result have a slightly longer childhood.

10.4 PHYSICAL DEVELOPMENT OF THE SCHOOL AGE CHILD

This late childhood period or school period is a period of excellence and pseudo - maturity. New interests develop for the child and besides some maturity in sex; the child also develops certain amount of physical and mental growth. As regards sex, it remains dormant, but it emerges with great force at the end of this stage. This stage, is therefore, called 'latency period'.

It is already mentioned that school age children attain slow and relatively uniform growth until the changes of puberty begin approximately two years before they become sexually mature. Physical development follows a predictable pattern in the school age children though variation occur. Body build affect both height and weight of the school age children.

One of the important characteristics of physical development in school age child is that the child with a thin body are expected to weigh less than those with heavier body. Again the children with muscular body build grow faster than those with fat body or thin body and these children reach puberty sooner.

The physical development in school age children can be discussed under the following headings-

- **Height:** The annual increase in height of school age children is 2 to 3 inches. The average eleven year old girl is 58 inches tall and the average boy of the same age category is 57.5 inches.
- **Weight:** During this school age or period, weight increases are more variable than height increase ranging from 3 to 5 more pounds annually. The average eleven year old girl weighs 88.5 pounds and the average boy of the same age weighs 85.5 pounds.

- **Body Proportion:** Regarding body proportion, the following features are seen among the school age children-
  - The head is proportionality too large for the rest of the body.
  - Some of the facial disproportion disappear as the mouth and jaw become larger.
  - The forehead broadens and the nose become larger.
  - The lips are filled out.
  - With the enlargement of nose the face acquire more shape.
  - The trunk elongates and becomes slimmer.
  - The neck becomes longer, the chest broadens and the abdomen got flattened.
  - The arms and legs are lengthened though they appear spindly and shape less because of underdeveloped musculature.
  - The hands and the feet grow larger but with a slow rate.
- **Teeth:** By the onset of puberty and end of late childhood stage, the school age child normally has twenty-eight of the thirty-two permanent teeth. The last four -the wisdom teeth erupt during adolescence period.
- **Muscle:** During the late childhood period, the school age children develops more fat tissue rapidly than muscle tissue which has a marked growth spurt beginning at puberty.
- **Lymphatic system:** It is involved in the elimination of waste and the destruction of bacteria from the body. From birth onwards, this system shows the sign of rapid development. It reaches to its maximum at the end of late childhood period between ages of 11 to 12 years. After twelve it starts decreasing.

Though, the physical development in school age children follows a predictable pattern, yet, good health and good nutrition are important factors in the child's growth and development. The better the health and nutrition, the larger children tend to be, age for age, as compared with those whose nutrition and health are poor. Children who are immunized against disease during the early years of life grow larger than those who are not immunized. Emotion too play a great role in the physical development of the school age children as emotional tension or stress affects the physical growth. As such,

the parents, teachers and the person surrounded by the child must pay attention for proper nutrition and a sound and healthy environment for proper physical development of the child.

Sex differences in the physical development in school age children:

Sex difference in physical growth is relatively slight in earlier years or pre-school period but it becomes more pronounced in the school age or late childhood stage. School age boys begin their puberty growth spurt approximately a year later than girls. They tend to be slightly shorter and lighter in weight than girls of the same age until they become sexually mature. Girls get their permanent teeth slightly earlier than boys. Again boy's head and face grow larger than girls.



LET US KNOW

- Sex difference in physical growth is more pronounced in the school age or late childhood stage.
- Girls get their permanent teeth slightly earlier than boys.
- The skills developed in school age children can be categorized into four -
  1. Self-help skill **(Eating, dressing)**
  2. Social help skill **(Dusting, sweeping, washing)**
  3. School skill **(Writing, drawing, painting)**
  4. Play skill **(Throwing, catching, swimming)**



CHECK YOUR PROGRESS

Q 1: What are the other names used to refer late childhood period?

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Q 2: Why do educationists called late childhood period as school (elementary) age?

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Q 3: Why do psychologists call the late childhood period as "Gang Age"?

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Q 4: State two characteristics of School Age Children?

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Q 5: What is the annual increase in height of school age children?

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Q 6: How is sex difference in physical growth pronounced in the school age?

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10.5 COGNITIVE DEVELOPMENT OF THE SCHOOL AGE CHILD

As we discussed in the preceding unit, cognitive development or mental development is a continuous process which continues without interruption in every stage of growth. The process of mental growth and development of an individual's cognitive, mental or intellectual abilities like sensation, perception, conception, generalization, interpretation. These abilities are inter related and never developed in isolation. Late childhood is a rapid mental growth and development. New interests develop in the school child as such the child develops certain amount of mental growth. The child's mental functions and mental capacities which relate to his perception, memory, reasoning, concept formation, problem solving and creative thinking are important for tackling the many different problems of life and intimately related to his performance as a learner. Mental development comes from the maturation of the intellectual capacities of the child and from knowledge acquired by learning over a period of time. The third stage of cognitive development as analyzed by **Jean Piaget** is termed as ***the Concrete Operational Stage*** which extends from 7 to 11 years of life. During this

period, the school age child can do logical thinking if they are allowed to manipulate objects. By comparison, however, it is seen that thoughts can be manipulated and the presence of the object is not necessary for the thought to take place in the formal operations stage.

The following are the developmental characteristics in terms of cognition in school age children-

- **Increased Understanding:** With the entrance into formal schooling, the school age children expands their world so do their interests. With the broadening of interest comes an understanding of people and things which formerly had little or no meaning becomes more meaningful. During this stage, the vague and meaningless concepts of early childhood become specific and concrete in school age children.
- **Association of new meaning with old one:** School age children can associate new meanings with old concepts on the basis of what they learn after starting school. In addition, they derive new meanings from the mass media, especially movies, radio and television. In building up social concepts, they can associate cultural stereotypes with people of different racial, religious, sex or socio-economic group. School experiences too help the child in associating new meaning with old one.
- **Development of sensory power:** During this period, the sensory powers increases in the school age children rapidly and the child becomes more accurate in his observation. The child starts thinking on creative lines. The likes and dislikes and thought plans begin to shape themselves. Moreover, his power of deductive and inductive reasoning increases and he is able to generalize from the data given to him.
- **Development of reasoning abilities:** The school age children develop reasoning abilities. As per Jean Piaget's theory, the abstract reasoning ability however appears in the school age children only when he is 11 or 12 years old.
- **Development of Intellectual Abilities:** Late childhood is an age of intellectual advancement. Intellectual activities are clearly visible at

this stage. The school age child is in a position to exercise his or her power of memory, attention, thinking and imagination and can solve problems intelligently.

- Capacity to Learn: The child acquires mental readiness to learn at this school stage. He/she can pay attention to and develop interest in reading, writing and arithmetical activities. They are able to shows awareness and sense of subordination to the school rules, laws and discipline. A sense of discipline and some sense of responsibility to school work find are acquired by them. School age children try to learn new knowledge and experience through imitation
- Development of Creativity: Late childhood is the stage then one can identify the creative talent in a child's individuality. The native talent, potentiality and prospect inherent in the child find expression through the suitable outlets provided to him by school or other experiences. He no longer remains a blind imitator but gives evidence of his creative ability in thought, feeling and action. The school age child is in a position to observe anything through the exercise of reasoning and understanding.
- Development of Concepts: The school age children develop many of the new concepts which they earn through their common learning experiences as well as school experiences. The concepts that change most and the new ones most commonly developed in late childhood are associated with- Life, Death, Bodily functions, Space, Numbers, Money, Time, Self, Sex Roles, Social Roles, Beauty, Discipline etc.

Some of the common concept developed in the school age children are discussed here-

- **Life:** School age children are capable of understanding the concept of life. They become aware about the movement of life.
- **Death:** School age children who experiences the death of a family member or pet have a good understanding of the meaning of death and emotional weightage of death
- **Life after Death:** The concept of life after death depends mainly on the religious instruction children receive and on what their peers

believe.

- **Bodily function:** The study of health and hygiene in the school helps the school age children to develop the concept about bodily functions.
- **Space and numbers:** With the use of scales and ruler and solving arithmetic problems, counting skills the school age children are able to develop the concept of space and numbers.
- **Money:** School age children can understand the value of various coins and bills when they start using money.
- **Time:** The time table of the school day enables the children to develop the concept of what they can accomplish in a given period of time. Subject like social studies help them to develop concept of historical time.
- **Self:** Self-concept is one of the important concept developed in children in late childhood period. Through comparison with their classmates and description from the teachers and peers, they get a better image of their abilities and disabilities.
- **Sex Roles:** Both boys and girls of late childhood period develop clear concepts of approved sex roles.
- **Social Roles:** School age children are aware of their peer's social, religious, racial and socio-economic status and they accept cultural stereotypes and adult attitudes towards these statuses.
- **Beauty:** School age are capable of judging beauty in terms of group standard rather than according to their own aesthetic standards.

Thus, it can be established that as children grow they acquire an understanding of the world in which they live. The kind of adjustment they would make to life is greatly influenced by their understanding of the environment, of the people and themselves. For mental or cognitive development, the child's brain and nervous system must develop and the sense organs must functionally mature. Learning and experiences too play important role in the development of children's cognition.

10.6 SOCIAL DEVELOPMENT OF THE SCHOOL AGE CHILD

Social development occupies very important place in the overall process of growth and development. The aim of social development is to gain social maturity and social qualities like patience, respect for others, kindness, co-operation, sympathy etc. It also indicates the adaptability and adjustability in various social situation. It has been repeatedly mentioned that late childhood is often referred to as the "Gang Age" as it is marked by interest in peer activities. The school age children develop increased strong desire to be in group, to be accepted as a member of gang.

The following characteristics mark the social development in school age child -

- **Period of Gang:** School age period or late childhood period is often termed as "Gang period". During this period, the children develop an increased interest in peers and they are most influenced by them. Moreover, they develop strong desire to be in group and accepted member of the group. They feel lonely and dissatisfied when they are not with their peers.
- **Development of belongingness:** One of the most significant social development that take place in the school age children is in terms of belongingness. This is the effect of gang. Children's gang help them to socialize. This comes primarily from conforming to the patterns of behavior, the values and the attitudes of gang members. They develop belongingness to the other members of the gang.
- **Increased social awareness:** The late childhood period is marked by greater degree of social awareness. They learn to share, co-operate and do and follow things with others. There is a great expansion of child's social world.
- **Sense of independence and self-reliance:** During this period, the school age children like to spend more time with their peers and less with parents and family. They try to seek independence from their parents and other elders. The sense of independence and self-reliance

are developed in them.

- **Social Activeness:** Being in the play group or gang, they realize the importance of group and they tend to be active to earn acceptance as a member of the group. This activeness leads to development of so many other social qualities in them like-leadership, brotherhood, mutual respect etc.
- **Period of socialization:** The true socialization age begins with formal entrance into the school. During this period, the child learns to adapt himself to others and to co-operate in group play activities. Most of the important types of social behavior necessary for individual and social adjustment begin to develop in this period.
- **Development of social consciousness:** With the entrance into formal school and contact with more children, the children develop social consciousness. The childhood gangs help them to learn to get along with age-mates and to behave in a way that is socially acceptable to them. Through gang and school experiences, children learn appropriate social attitude such as how to like people and how to enjoy social life and group activities.

Generally the social behavior and attitude of a child develop reflect the treatment he/she receives in the home or in the formal school. Hence, it is very much essential for the parents and the teachers to create conducive social environment at home and school so that sound social behavior can be expected from these children. Proper care should be taken by the parents in selection of the gang as it bears significant effect on child's overall development.



CHECK YOUR PROGRESS

Q 7: Mention some of the common concept developed in the school age children.

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Q 8: Why is late childhood period is considered as period of socialization?

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.....



10.7 LET US SUM UP

After going through this unit, it can be summarized as-

- Late childhood is a sort of pseudo maturity, because at this stage, the child achieves a good degree of adaptation to his or her environment as compared with the children of the early childhood stage.
- School aged child falls in the age range of 6 years to 12 years. This period is marked by the beginning of child's entry into formal schooling and ending in the advent of puberty.
- The other names used to refer late childhood period are-"troublesome" period, Sloppy Age" "Gang Age, age of conformity" and "Play Age", "Creative Age" etc.
- Physical development follows a predictable pattern in the school age children though variation occur. Body build affect both height and weight of the school age children.
- School age boys begin their puberty growth spurt approximately a year later than girls.
- Late childhood is a rapid mental growth and development. New interests develop in the school child as such the child develops certain amount of mental growth.
- Social development occupies very important place in the overall process of growth and development. Late childhood is often referred to as the "Gang Age" as it is marked by interest in peer activities. The school age children develop increased strong desire to be in group, to be accepted as a member of gang.
- One of the most significant social development that take place in the school age children is in terms of belongingness.



10.8 FURTHER READING

1) Ahlawat Neetu (2010): Developmental Psychology, RBSA Publisher, Jaipur.
2) Chetry Krishna Kumari (2016): Developmental Psychology, Ashok Book Stall, Panbazar, Ghy.
3) Goswamee Gayatree (2008): Child Development and Child Care, Arun Prakashan, Guwahati, Assam.
4) Hurlock Elizabeth B (1980): Developmental Psychology: A life-span Approach, Mc Graw Hill Companies, Inc., New York.



10.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: The other names used to refer late childhood period are- "troublesome" period, Sloppy Age" "Gang Age, age of conformity" and "Play Age", "Creative Age" etc.

Ans to Q No 2: This late childhood period is called by the educationists as school (elementary) age as it is the time when the child is expected to acquire the rudiments of knowledge that are considered essential for successful adjustment to later life.

Ans to Q No 3: Psychologists call the late childhood period as "Gang Age" as it is the time when children's major concern is accepted by their age mates and membership in a gang.

Ans to Q No 4: Two characteristics of School Age Children are-

- The school age children form the habit of being achievers, under achiever or overachiever, hence school age period is called as critical period in the achievement drive.
- The school age children' major concern is acceptance by their

age mates and membership in a gang with prestige.

Ans to Q No 5: The annual increase in height of school age children is 2 to 3 inches.

Ans to Q No 6: Sex difference in physical growth is more pronounced in the school age or late childhood stage. School age boys begin their puberty growth spurt approximately a year later than girls. They tend to be slightly shorter and lighter in weight than girls of the same age until they become sexually mature.

Ans to Q No 7: Some of the common concept developed in the school age children are here- Life, Death, Life after Death, Bodily function etc.

Ans to Q No 8: Late childhood period is considered as period of socialization as the true socialization age begins with formal entrance into the school. During this period, the child learns to adapt himself to others and to co-operate in group play activities.



10.10 POSSIBLE QUESTIONS

A. Short Questions (Answer each questions in about 150 words)

Q 1: Why do parents call late childhood period as "troublesome" period?

Q 2: State the common characteristics of school age children.

Q 3: Why is late childhood period called as "latency period'?

Q 4: Mention the changes that take place in body Proportion among the school age children.

Q 5: Why is late childhood period referred as Gang Age?

B. Long Questions (Answer each questions in about 300-500 words)

Q 1: Discuss the physical development of School Age children.

Q 2: Elaborate the cognitive changes that take place in school Age children.

Q 3: Discuss the common concept developed in the school Age children.

Q 4: Explain how Play Gangs do influence on social development in school age children.

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UNIT 11 : ROLE OF HOME FOR PERSONALITY DEVELOPMENT OF CHILDREN

UNIT STRUCTURE

11.1 Learning Objectives

11.2 Introduction

11.3 Influence of Home on Personality Development of Children

- 11.3.1 Early Childhood Period
- 11.3.2 Late Childhood Period

11.4 Development Hazards During Early Childhood

- 11.4.1 Physical Hazards
- 11.4.2 Psychological Hazards

11.5 Let Us Sum Up

11.6 Further Reading

11.7 Answers To Check Your Progress

11.8 Possible Questions

11.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- describe the influence of home on personality development of children;
- identify the developmental hazards of children; and
- discuss the developmental hazards of children during early childhood

11.2 INTRODUCTION

In the earlier units of this course, you have gone through the various aspects of development of children starting from the pre-natal period (unit 5) to the school – age children (unit 10). So, it may be assumed that you have developed a thorough understanding on the concept of growth and development of children including the various dimensions of their development, viz., physical, cognitive, social etc. You have also acquired some ideas regarding the factors or conditions that influence development

of children.

It is known to us that the period of childhood can be divided into two parts – early childhood and late childhood. Early childhood extends from two to six years, and the late childhood extends from age of six years to the time when children attain their puberty, which is approximately eleven years for girls and twelve years for boys. A child belonging to late childhood is also generally referred to as a school-age child as the formal school education begins at this age.

This unit focuses on the role of home in personality development of children at their early and late childhood period. The unit also explains the developmental hazards of younger children. With regard to the developmental hazards, hazards that come in the way of development of older children or children in their late childhood are particularly related to their school environment. As such, development hazards of older children (6 to 12 years age) have been discussed in the next unit, i.e., unit 12 entitled, "Influence of School on Personality Development".

Here, in this unit, developmental hazards of younger children, i.e., children in their early childhood (between two to six years age) are being discussed.

11.3 INFLUENCE OF HOME ON PERSONALITY DEVELOPMENT OF CHILDREN

Personality pattern of children generally begins in their early childhood yeas. Of course, the foundations for personality development of children have been laid in their babyhood stage itself. As we know that the core of the personality trait is the self-concept. Therefore, the treatment and care that young child in their early childhood period receive from their parents, siblings and other family members plays an important role in shaping their self-concept and thereby cast a remarkable influence on the personality of children. It is said that the child's self-concept is formed within the womb of family relationships. This is why, the early years of life are the most crucial years in personality development. Further, many of the factors that

influenced the personality development in early childhood continue to do so as the child grows older with passing time.

11.3.1 Early Childhood Period

Environment of young children, to a large extent, is limited to their homes and to their family members. As such, home or family of children is considered as the most important determinant in shaping the personality pattern of a child. Given below are some of the influences of home on personality development of young children:

- **Parental attitudes:** All the family members play a very significant role in the life of a child. Yet the most important role is played by their parents and their attitude towards the child. How parents feel and respond to their children regarding their appearance, abilities, and their achievements have a marked influence on how the children feel about themselves. A favourable parent-child relationship produces develops happy and friendly children who grows up to be constructive with an appealing personality. Poorly adjusted children are usually the product of unfavourable parent-child relationships.
- **Child-training method:** Child-training methods used in home plays an important role in shaping young children's development of concept of self and personality. Strict, authoritarian discipline accompanied by corporal punishments tends to build up resentment in young children. The parents must be very careful regarding the disciplinary techniques they use. Criticising in public and always finding faults in children make them withdrawn, frustrated and even hostile. Praising the children's strengths instead of finding their faults help them to feel good and happy.
- **Aspiration of parents:** The aspirations that parents have for their children play an important role in developing their personality. If the aspirations are unrealistically high, the children may fail to fulfil those. This failure thereby leaves an

indelible mark on the self-concepts of young minds and results in laying the foundations of feeling of inferiority and inadequacy in children.

- **The ordinal position of the child in the family:** The ordinal position of a child in a family has a remarkable effect on his/her developing personality. There may be several reasons for this, some of which are - (i) due to the fact that each child in a family usually learns to play a specific role according to his/her ordinal position, (ii) due to the differences in child-training methods used by parents with different children, (iii) due to the success or failure children have in their competition with their siblings.
- **Influence of family relationships:** Family relationships play a very important role in the child's personality development. The first seed of emotional security fertilises in strong family relationship. Broken family relationships, whether due to death, divorce, separation or social mobility affects the self-concepts of young children unfavourably as children feel insecure and different from their peers.

11.3.2 Late Childhood Period

As the children grow older, even though their social development broadens, home and family relationship still continue exert a marked influence on their developing personality. The quality of relationship with parents, siblings and relatives, the way older children feel about the child-training methods used in their homes, all these play important roles in determining the sort of individuals they will become in their lives.

As the children grow older, their ordinal position become even more important now than it was in their early childhood period. It is because, children's attitude towards the roles associated with their position in their family have a greater effect on the way they feel about themselves than they formerly did. For example, a first-

born child, as he or she is expected to help with the care of the younger sibling may either feel self-important or martyred. On the other hand, only child may become increasingly dependent or increasingly more mature than children with siblings, depending on the way their parents treat them.

It has been observed that an unstable home environment generally has less effect on the personality development of older children than that of younger ones.



CHECK YOU PRPGRESS

Q 1: In how many periods is childhood further divided into? Name the periods along with the age range.

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Q 2: Why is home considered as one of the most important determinants in shaping the personality of children in their early childhood?

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Q 3: Mention any two reasons why the ordinal position of a child in a family has a remarkable effect on his/her developing personality.

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11.4 DEVELOPMENTAL HAZARDS DURING EARLY CHILDHOOD

Similar to the developmental hazards of babyhood, developmental hazards of childhood period can be physical, psychological or both. Poor

nutrition, for example, may affect the development of both physical and mental health. In the same way, excessive family friction can also lead to stress which in turn affect the development of children.

With regard to the developmental hazards of early childhood period, it has been found that during this period psychological hazards are more numerous than the physical hazards and are more damaging to the personal and psychological adjustment of a child.

Physical Hazards of early childhood, such as, illness, accidents, awkwardness, etc. have both psychological as well as physical repercussions. Some of the physical and psychological hazards of early childhood are discussed below.

11.4.1 Physical Hazards

- **Mortality:** The mortality rate usually declines during the early childhood period than the babyhood. Deaths during this period are more often due to accidents than due to illness. It has been found that boys have more accidents than the girls and as such death rate of boys is higher than girls.
- **Illness:** Though young children are highly susceptible to all kinds of illness, but respiratory diseases are found to be most common among them. Due to compulsory and affordable immunisation and availability of medicines in the modern days, the duration of illness of children is much shorter. While most of the illness is found to be of physiological origin, however some are psychosomatic too and result from family tension.
- **Accidents:** Young children often experiences minor accidents such as cuts, bruises, infections, burns, broken bones, strained muscles, and the like and as stated earlier accidents are more common for boys. Some may even experience serious accidents which may disable them temporarily or permanently. Although most accidents are not fatal, yet many of them may leave permanent physical or psychological scars on the minds of the young children.

- **Unattractiveness:** It has been observed that children usually tend to become increasingly unattractive as the early childhood period progresses and reaches a low point as they enter the late childhood period. There may be several reasons for this. Firstly, children start looking skinny and gawky as their body shape undergoes changes. Secondly, their hair becomes coarser and thereby making it difficult to manage which gives them an un-kept look. Thirdly, the permanent teeth which have erupted in place of fallen baby teeth are proportionately too large in size and fourthly, the young children often looks dirty and ill-groomed as they care more about having a good time playing rather than looking neat and tidy. The less attractive appearance of young children added to their changing behaviour makes them less appealing to their family members and other adults which they often interpret as rejection and feel bitter about it.
- **Awkwardness:** Awkwardness in childhood occurs due to delay in motor as well as intellectual development. Awkward children are unable to keep up with their age-mates and as a result, they are left out of their play. This develops an inferiority complex in them. Delay in development may be due to brain damage at birth leading to intellectual deficiency, or may be due to over protectiveness, over rejection, over indulgence by parents.
- **Obesity:** Like people of any age group, children who are obese are more likely to develop health issues like diabetes, high blood pressure, heart problems, etc. than their peers with normal weight. In addition to being a health hazard, obesity also acts as hazard to attractiveness, as obese children are likely to be scorned by their peers and labelled as 'Fatty'.
- **Left-handedness:** Though there found to be no physical reason why it is better to be right-handed, yet people are right-handed in general. As such, being left-handed makes an

individual different and most of the time being different is usually interpreted as being unequal, particularly during the childhood and adolescence years. There are other reasons too for considering being left-handed a hazard. It is difficult for a left-handed child to follow or imitate a right-handed person while learning a skill. Left-handedness can also affect children's educational success and later, their vocational success or their social adjustment. Some parents put a lot of pressure on their children to use right hand and may even punishes them for it. This type of parental behaviour can also be hazardous because this emphasises their difference, which young children interpret as their weakness and this in the long run cast a negative impact on their personality development as well.



CHECK YOUR PROGRESS

Q 4: Fill in the gaps

i) The mortality rate usually ..... during the early childhood period than the babyhood.

ii) ..... diseases are found to be most common among the young children.

iii) Awkwardness in childhood occurs due to delay in ..... as well as ..... developmentiv. In addition to being a health hazard, obesity also acts as hazard to .....

11.4.2 Psychological Hazards

The most common psychological hazards associated with the early childhood period are discussed below:

- **Speech Hazards:** Speech is a tool for communication and is essential for social belonging. Children who are unable to communicate with their peers due to speech related problems will be socially handicapped and this leads to a feeling of

inadequacy and inferiority in them. Speech hazards generally occur due to four reasons as follows:

i. If the elders use unfamiliar words or speak too fast while speaking to children, it is difficult for the young children to understand or follow their elders. As a result, they fail to communicate effectively and this jeopardises their social contacts.

ii. Ability of young children to communicate with others is even more jeopardised if their speech is unintelligible to others. This may happen due to imitating a poor model leading to mispronunciation and grammatical errors in their speech, or due to other speech defects like stuttering, lisping, or slurring.

iii. Bilingualism also acts as a hazard to the social development of young children. When children speak in their mother tongue at home, but have to speak in a different language in school, their communication with their school mates gets adversely affected owing to limitation in their vocabulary, particularly during the early school years.

iv. The fourth serious speech hazard in early childhood is use of language. Use of abusive language while speaking, making critical and derogatory comments about others or speaking in an unsocial way may, in time, play havoc with their social adjustment. In this regard, parents have to be very careful about the language they use in front of their wards.

- **Emotional Hazards:** The emotional hazards of early childhood arise due to dominance of unpleasant emotions, such as, anger, jealousy, hatred, fear etc. There may be various reasons for development of unpleasant emotions in young children. For examples, absence of warm and stable relationship with the mother/mother substitute during babyhood which later on

makes them unable to establish the *emphatic complex*- an emotional linkage between an individual and significant people in his or her life; lack of love and affection received from others likely to make them self-bound or egocentric; too strong attachment to one person may lead to feeling of insecurity in the absence of or change in behaviour of that particular person; failure to become emotionally attached to their toys or other inanimate objects, such as blankets etc. which may lead to feeling of insecurity in a new situation.

In general, if young children experience too many of the unpleasant emotions and too less of the pleasant ones, then it tends to distort their outlook on life and encourage development of an unpleasant disposition. Children may also tend to acquire a facial expression that makes them look surly, sullen or generally disagreeable, a condition that contributes to the decline of their appealing-ness.

- **Social Hazards:** There are a number of common hazards in the way of good social adjustments in early childhood period. There are five types of social hazards which are specially identified to be common to all children. They are as follows:

  i. Some children due to their socially unacceptable behaviour or speech become unpopular amongst their peer and feel alienated or isolated. As such, they are deprived of the opportunities to learn socially approved behaviour and their chances of getting social acceptance worsen as time goes on.

  ii. Secondly, if children are put under tremendous pressure to play in a sex-appropriate way, sometimes they may overdo it and becomes unpopular amongst their peers. For example, young boy when try to be very masculine and aggressive in their play may annoy their peers and are avoided or rejected by the peer group.

  iii. Sometimes children in their early childhood receive

negative or adverse treatment from their peers their due to their race, gender or ethnicity. Due to such unfavourable early social experiences, such children may develop unhealthy social attitude and shun contact with people outside the home and to some extent, even in the home.

iv. The fourth social hazard of early childhood is the use of imaginary companions and pets to compensate for lack of real ones. Children are very often likely to develop the habit of dominating such imaginary companions. However, when they move out with real companions and come to realisation that they cannot dominate the real ones, they may start showing maladjusted behaviour.

v. It is observed that young children are sometimes unable to stay away from their play mates. This often occurs in cases of those children who were put into child-care centres, nurseries or kindergarten from a very young age where they get lots of play mates. In such cases, children when left alone may fail to amuse themselves and no matter how many toys or play equipment are given to them, they still feel lonely and deserted.

- **Play Hazards:** When children do not get play mates to play with them, they often engage in solitary forms of play. Though a certain amount of solitary play is beneficial as it teaches children to be self-sufficient, yet in absence of play mates of their age, they do not get the opportunity to learn the social skills. Another issue with lonely children is that they often spend too much time in front of television. Even though there are benefits of learning many things from the television programmes, but on the other side it has lots harmful effects on the young children which included lack of exercise, sleeplessness, increased aggression and formation of distorted impression or misconception regarding certain matters or facts

due to their inability of understanding the telecasted programmes properly. Even toys can also act as play hazards for young children sometimes. Some toys, such as a fully equipped doll house can destroy the creative urge of young children whereas some other toys such as guns, pistols etc. may make them aggressive.

- **Hazards in Concept Development:** There are three common hazards in development of concept in the early childhood. They are as follows:
  i. Hazard may arise due to inaccuracy in understanding. Because of their limited experience with people and thing, or because of their limited knowledge of vocabulary, children may not be able to understand properly what is being said to them and thus may develop inaccurate or faulty concepts. This may also happen if children learn from their peers or from adults having limited knowledge.
  ii. The second common hazard in concept development in early childhood is the development of concepts below the level of those of their peers. Situation like this greatly affect their personal and social adjustment. For example, young children having limited opportunities to associate with people outside the home do not develop the needed social concepts to understand people better. As a result, sometimes they may say things which seem rude and their behaviour may annoy others.
  iii. The third hazard in the way of concept development is the emotional weighting of concepts. For example, young children usually build up the concepts of Christmas in relation to Santa Clause. But when they discover that there is no Santa Clause, they may still be resistant to change their concept of Christmas because of its pleasurable emotional weighting and they may feel deceived by the elders.

- **Moral Hazards:** There are four common hazards with regard to moral development are observed during early childhood. They are as follows:
  i. Inconsistent disciplinary act on the parts of the elders hampers their process of learning as per social expectations. This often happens when different people have different rules relating to the same behaviour.
  ii. Secondly, if the children are not given punishment for their misbehaviour, it encourages them to repeat the same again and again.
  iii. Next, if punishment and rewards are not used judiciously, i.e. too much emphasis on punishment for misbehaviour and too little emphasis on reward for good behaviour can lead to unfavourable attitude in the minds of the young children towards those in authority. One should be very careful while giving punishment to the young children and a child should be punished only with regard to three justifications, viz., (i) when there is no other way to communicate a prohibition to a child, (ii) only when punishment can be given when the forbidden act is being carried out and (iii) it must be a rare event to be effective or otherwise it desensitizes the child to the entire purpose of punishment.
  iv. The last one and the most serious of all from the long-term point of view is giving more emphasis on authoritarian discipline that puts major emphasis on external controls. In case of authoritarian discipline, children are not encouraged to develop the internal controls over their behaviour that forms the foundation for the later development of their conscience. Development of internal controls must begin early and it can be accomplished through democratic forms of disciplines. This helps children in learning to conform to group expectations.

- **Hazards in Sex-Role Typing:** It is observed that there are three common and serious hazards with regard to sex-role typing during early childhood years. They are as follows:
  i. If children do not learn the sex-role stereotype commonly accepted by their peers, they will be treated differently than their peer group. The situation becomes more and more serious as a child approaches the school going age.
  ii. Secondly, in those families where girl children are trained to conform to traditional stereotypes for members of their sex, they develop a feeling that female in general mare physically and psychologically inferior to their male counterpart.
  iii. Next, if children do not learn to behave according to the accepted stereotypical behaviours of their sex groups, they may find themselves socially misfits in their groups. This failure to sex-role type young children can be a social handicap to both boys and girls.
- **Family Relationship Hazards:** Deterioration in any human relationship is hazardous to good personal and social adjustment and more so in case of relationship between children and their parents. Strained family relationships bring about a feeling of insecurity in the minds of young children. The conditions responsible for deteriorated relationship between young children and their family members are observed to be different for boys and girls. In those families where boys are given more preferences over everything, the girl child may develop resentful attitude towards their parents as well as towards their brother(s). The boys of such families also tend to develop an attitude of smug superiority. With regard to boys, if there is lack of emotional warmth between the father and son, the boy child may develop more closeness with their mothers and in turn may acquire such interests and behaviour

patterns which may cause their peers to regard or make fun of them as “sissy”.

Other threats to good parent-child relationship during early childhood are working mothers and step parents, sibling quarrelling, which can deprive them of their companionship at an age that is most crucial in learning the rudiments of social behaviour, deterioration in relationship with the other family members due to various reasons, such as, on playing the role of substitute parents, child abuse by the elder family members or care-takers.

- **Personality Hazards**: The most serious personality hazard during early childhood is the development of an unfavourable self-concept. Unfavourable self-concept may be due to the treatment young children receive from family members and peers or also due to persistent egocentrism. Sometimes if the parents have unrealistically high aspirations which children are unable to fulfil, then they feel themselves as failures and develop negative self-concepts. Seriousness of unfavourable self-concepts is that they are tends to be persistent. However, as personality is dynamic, thus certain personality pattern of early childhood may change with time as a result of advancing maturity, experience and social and cultural environment in which they live. Difficult children may become more docile, whereas contented, happy children may develop into sullen ones as they grow older.



CHECK YOUR PROGRESS

Q 5: Name any four most common psychological hazards associated with the development of children in early childhood.

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Q 6: How does bilingualism act as a developmental hazard in young children?

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Q 7: The emotional hazards of early childhood arise due to dominance of ..... etc. (complete the sentence)

Q 8: How many types of social hazards are identified to be common to all children?

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Q 9: Give one example of emotional weighing of concepts that may stand as a hazard in concept development.

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Q 10: State some of the causes of formation of unfavourable self-concept in young children.

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11.5 LET US SUM UP

- Personality pattern of children generally begins to take form in their early childhood year, although the foundations were laid in their babyhood stage itself. The treatment and care that young child in their early childhood period receive from their parents, siblings and

other family members plays an important role in shaping their self-concept and thereby cast a remarkable influence on the personality of children.

- Environment of young children, to a large extent, is limited to their homes and to their family members. As such, home or family of children is considered as the most important determinant in shaping the personality pattern of a child.
- Role of home on personality development of children in early childhood are largely related to the attitude of parents towards the child**,** child-training methods used in home**,** aspirations that parents have for their children, the ordinal position of the child in the family and influence of family relationships.
- As the children grow older, even though their social development broadens, home and family relationship still continue exert a marked influence on their developing personalities. The quality of relationship with parents, siblings and relatives, the way older children feel about the child-training methods used in their homes, all these play important roles in determining the sort of individuals they will become in their lives.
- Similar to the developmental hazards of babyhood, developmental hazards of childhood period can be physical, psychological or both. With regard to the developmental hazards of early childhood period, it has been found that during this period psychological hazards are more numerous than the physical hazards and are more damaging to the personal and psychological adjustment of a child.
- Some of the common physical hazards of early childhood are - mortality, illness, accidents, unattractiveness, awkwardness**,** obesity, left-handedness, etc.
- Some of the most common psychological hazards associated with the early childhood period are - speech hazards, emotional hazards, social hazards, play hazards, hazards in concept development, moral hazards, hazards in sex-role typing, family-relationship hazards, and personality hazards.



11.6 FURTHER READING

1) Agarwalla, S. (2021). Developmental Psychology. Guwahati: Union Book Publication.

2) Goswami, G. (2008). Child Development and Child Care. Guwahati: Arun Prakashan.

3) Hurlock, E. B. (2016). Developmental Psychology: A Life-Span Approach. New Delhi" McGraw Hill Education (India) Pvt. Ltd.

4) Sarma, P.D. & Goswami, G. (2017). Developmental Psychology. Guwahati: Shanti Prakashan.



11.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Childhood period is divided into two parts – early childhood and late childhood. Early childhood extends from two to six years, and the late childhood extends from age of six years to the time when children attain their puberty, which is roughly eleven years for girls and twelve years for boys.

Ans to Q No 2: **Environment** of young children, to a large extent, is limited to their homes and to their family members. As such, home is considered as the most important determinant in shaping the personality pattern of a child

Ans to Q No 3: Due to the fact that each child in a family usually learns to play a specific role according to his/her ordinal position and due to the differences in child-training methods used by parents with different children.

Ans to Q No 4: (i) Declines (ii) Respiratory (iii) Motor, Intellectual (iv) Attractiveness

Ans to Q No 5: Any four psychological hazards associated with the development of children in early childhood are: Speech Hazards, Social Hazards, Emotional Hazards and Play Hazards

Ans to Q No 6: When children are bilingual, that is they speak in their mother tongue at home, but have to speak in a different language in school, their communication with their school mates gets adversely affected owing to limitation in their vocabulary, particularly during the early school years. This is in turn act as a hazard in the social development of young children.

Ans to Q No 7: The emotional hazards of early childhood arise due to dominance of unpleasant emotions, such as, anger, jealousy, hatred, fear etc.

Ans to Q No 8: Five types

Ans to Q No 9: Emotional weighting of concepts often acts as a hazard in the concept development of young children. As an example, young children usually build up the concepts of Christmas in relation to Santa Clause. But when they discover that there is no Santa Clause, they may still be resistant to change their concept of Christmas because of its pleasurable emotional weighting and they may feel deceived by the elders.

Ans to Q No 10: Unfavourable self-concept may develop in young children due various reasons. They may develop due to the treatment they receive from family members and peers or also due to persistent egocentrism. Sometimes if the parents have unrealistically high aspirations which children are unable to fulfil, then they feel themselves as failures and develop negative self-concepts.



11.8 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q 1: "The child's self-concept is formed within the womb of family

relationships" - explain how.

Q 2: How do the aspiration of parents regarding their children affect the personality development in children?

Q 3: Why is the death rate more for boys than the girls in case of children in their early childhood?

Q 4: "The ordinal position of children become even more important as they grow older than it was in their early childhood period" – why?

Q 5: Why do children in general tend to become increasingly unattractive as the early childhood period progresses?

Q 6: Is left-handedness a hazard in the developmental process of children? Give reasons for your response.

Q 7: Explain briefly any two reasons for speech hazards in young children.

Q 8: State some of the reasons for arise of emotional hazards in early childhood period.

B. Long Questions (Answer each question in around 300- 500 words)

Q 1: Discuss the influence of home on personality development of children.

Q 2: Describe the physical hazards related to the development of children in their early childhood.

Q 3: How do sex-role typing and family relationship act as psychological hazards in young children? Explain with suitable examples.

Q 4: Discuss some of the most common psychological hazards associate with the early childhood period.

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UNIT 12 : ROLE OF SCHOOL FOR PERSONALITY DEVELOPMENT OF CHILDREN

UNIT STRUCTURE

12.1 Learning Objectives

12.2 Introduction

12.3 Influence of School on Personality Development of Children

12.4 Developmental Hazards of Late Childhood

12.4.1 Physical Hazards

12.4.2 Psychological Hazards

12.5 Let Us Sum Up

12.6 Further Reading

12.7 Answers To Check Your Progress

12.8 Possible Questions

12.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- describe the influence of school on personality development of children
- identify the developmental hazards of older children
- discuss the physical and psychological developmental hazards of late childhood

12.2 INTRODUCTION

In the previous unit, we have discussed about the role of home for personality development of children. We have also discussed the developmental hazards of younger children, i.e., children in early childhood (two to six years) during which activities related their development are mostly influenced by their immediate surroundings, which is home.

Apparently much of a child's personality is already shaped in home before she/he comes to school. Yet, the school poses new problems to be solved, new taboos to be accepted and new models for imitation and

identification, all of which contribute their share in moulding personality. This unit discusses the role of school for personality development of children. The unit also explains the developmental hazards of older children or children in their late childhood period. As the older children spent most of their time in school, their development, and for that matter hazards in their development are also mostly influenced by their school environment.

Now, let us start the unit with a discussion on the influence of school on personality development of children in the following section.

12.3 INFLUENCE OF SCHOOL ON PERSONALITY DEVELOPMENT OF CHILDREN

After the home, school is the place where children spend most of their time. As such, school plays a very important role in the process of personality development of children. Small children are suddenly weaned out of their familiar home environment and shifted to an environment where they meet large number of children from different family background. In school they learn to assimilate the norms of the social order. This helps them to adjust with the social environment from early years of life. As such, school is considered to be the most effective agency which paves the way for the socialisation of young children by acting as a miniature society and continue to serve as a platform for socialisation of children throughout their school life.

The personality characteristics of the teachers, headmaster, classmates, the teaching methods, curriculum, evaluation system, opportunities for co-curricular activities, the disciplinary methods adopted by the institution, and the general atmosphere of the school – all influence the personality development of children.

Of all the factors influencing personality development of children in schools, the most important one is the role of the teacher. The teacher substitutes the parents in school. The way a teacher carries out his/her role in the class affect the emotional climate in the classroom and thereby influence the developing personality of the children. An authoritarian teacher creates an autocratic climate, whereas a democratic teacher creates a

different type of climate. It has been found that democratic approach is better than autocratic approach in developing good personality traits. It permits maximum personality development for each child in the classroom or school, prepares them for group living and for making their own decisions and having stronger emotional self-control.

The attitude and personality of teacher are other important variables with regard to the development of positive personality traits in the children. The teacher must have a positive attitude towards teaching. The teacher should try to create a warm and friendly atmosphere in the classroom. Teaching should always be geared to the needs of the children. The teacher must have sympathetic attitude towards deviant children. They must try to locate the causes of antisocial behaviour, if any and help children to improve their personality. When steps are taken to ascertain the needs and frustrations of each child and to reduce his/her anxiety and other emotional disturbances, it leads to marked improvement in the child's overall performance and positive personality development.

Next to the teacher, the headmaster or the principal of a school also plays an important role in the development of the total personality of the children. The success or the failure of a school depends upon its headmaster. It is said that 'as the headmaster, so is the school'. As a leader of the instructional staff and the community, a headmaster must possess qualities such as fairness, patience, buoyancy, flexibility, sympathy, persistence, etc. The headmaster must create such an environment in school that allows free discipline. The children should be allowed to express themselves freely and at the same time obey the rules and regulations willingly instead of out of fear.

The friendship and acquaintances children make with the classmates and schoolmates influence their personality development to a great extent. Social interaction of a child with another child in the classroom who is similar in age, skills and knowledge provokes the development of many social skills that valuable for better personality development. In peer relationships children learn how to initiate and maintain social interactions with other children. They learn skills for managing conflict, such as turn-taking,

compromise, and bargaining.

If the type of curriculum and the evaluation system do not cater to the needs of children, they feel frustrated and this in turn results in the development of undesirable personality traits. The curriculum must be diversified and enriched with various types of co-curricular activities so that children get ample opportunities for refining their intellectual activities.

With regard to the evaluation system, it has been found that failure or the experience of failure in school leaves a permanent impression on the personality of child. Children who repeatedly fail in examination are observed to be cruel, unfriendly, unhappy, quarrelsome, impolite, boastful and selfish. Therefore, instead of becoming 'exam factories' schools should adopt such a system of evaluation which encourages creative learning.

Modification of school routine according to the needs of the children is also found to be effective for personality development of children.

We can conclude that school has an important role in shaping the developing personality of children by creating better emotional atmosphere, better teaching methods, use of catharsis and by providing proper guidance and counselling.



CHECK YOU PRPGRESS

Q 1: Fill in the blanks:

i. School is pave the way for the socialisation of young children by acting as a .....

ii. Of all the factors influencing personality development of children in schools, the most important one is the role of .....

iii. Teaching should always be geared to the .....

iv. Instead of becoming ..... schools should adopt such a system of evaluation which encourages .....

Q 2: Name one very important organization that socialize children

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Q 3: What type of curriculum should be followed for facilitating personality development of children?

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12.4 DEVELOPMENT HAZARDS OF LATE CHILDHOOD

With regard to the development hazards of children in their late childhood period, though some of the health hazards are carry-over from earlier years, they however take some new forms. Some other new hazards arise with their changing life pattern as they enter schools.

As in the cases of earlier ages, the hazards of late childhood are both physical and psychological. During this period the psychological impact of many of the physical hazards are quite serious.

The physical and psychological hazards of late childhood are discussed in the following sub-sections.

12.4.1 Physical Hazards

While many of the physical hazards of the earlier ages still persist into the late childhood, their effects on the child's physical well-being however tend to be less severe and less far- reaching than they were during the earlier years.

The major physical hazards of late childhood are as follows:

Illness: Presently, due to availability of vaccines against most of the childhood diseases, it has been observed that the illnesses suffered by older children are not very serious in nature (e.g. common cold or stomach upset etc.) and they rarely have any lasting physical effects. However, their psychological effects can be serious because illness upsets the body's homeostasis which in turn may make children irritable, demanding and difficult to live with. In addition, there is danger of falling behind in the school work too if they are sick for a long time. Sometimes, children whether knowingly or unknowingly tend to fake their illness as a way of avoiding an

unpleasant task or regular school chores.

Obesity: Obesity in older children is a physical hazard, to their health and to their socialisation too. Obese children often lose out in active play and as such they miss opportunities to develop the skills required for socialisation. In addition, they are also likely to be teased and taunted by their peers, similar to the early childhood stage.

Sex-inappropriate Body Build: Children may go through personal and social maladjustment if their body builds are not appropriate for their sex, i.e. girls having masculine physiques and boys with feminine physiques as they are likely to be ridiculed by their peers and pitied by adults.

Accidents: Older children, like younger ones usually learns to be very cautious if they had to face or experience a number of accidents. This, in time may lead to timidity concerning all physical activities and may even spread to other areas of behaviour, thus, leading to a generalised shyness that affects their social adjustments.

Physical Disabilities: It has been found that most of the disabled children, whether due to aftereffect of an accident or for some other reasons become inhibited and ill at ease in social situations. As such, they make poor social adjustments and this in turn affects their personal adjustments. It is also observed that children may sometimes develop imaginary handicap or pretend that a real handicap is more disabling than it really is if they feel that a physical handicap is a way of avoiding unpleasant situation.

Awkwardness: As motor skills play an important role in children's activities at playground or schools, children who are clumsy and awkward often discover that they are unable to keep pace with their peers in play. As a result, they start developing inferiority complexes.

Physical Attractiveness: It has been found that attractive children have a sizable advantage over unattractive ones, particularly in schools and other social situations. Attractive children are better

liked by their age-mates than those who are less attractive. Physical attractiveness is especially important for geographically or socially mobile children as they make better first impression than those who are less attractive and this facilitates social acceptance.

12.4.2 Psychological Hazards

During the late childhood period, the effects psychological hazards are found to be of much greater in magnitude and more persistent in nature than the physical hazards. These hazards affect children's personal as well as social adjustment to a large extent.

Some of the important psychological hazards of late childhood period are as follows:

Speech Hazards: There found to be four common speech hazards during late childhood. They are:

i. A smaller-than-average vocabulary – these handicaps children in their schoolwork and also to communicate with others
ii. Speech errors (e.g. mispronunciation, grammatical mistakes, speech defects like stuttering or lisping) – make children very self-conscious while speaking with others and thus most of the time they start avoiding speaking unless required
iii. Differences in spoken language between home and school acts as a hazards
iv. Ego-centric speech, boasting, critical and derogatory comments etc. anger their peers and they start avoiding the child

Emotional Hazards: Unacceptable emotional expressions, such as, temper tantrums and other uncontrollable emotional outbursts make children dis-aggregable and unpleasant to be with. Such children are also considered immature both by their age mates and adults.

Social Hazards: Children whose adjustments are affected by social hazards are in general divided into five types. They are:

i. Children who are rejected/neglected by their peers do not get the chance to learn to be social.
ii. Voluntary isolation by children when they feel that they have a little in common with their peer group.
iii. Children who are geographically or socially mobile find it difficult to be accepted by already-formed gangs or groups.
iv. Group prejudice against children due to their races or religion. And lastly, followers who wants to be leaders turns resentful and disgruntled group members.

Play Hazards: Children who lack social acceptance are deprived of opportunities to learn the games and sports essential to gang belonging.

Conceptual Hazards: Children having idealised self-concept are usually dissatisfied with themselves and the way others treat them. Also, if their social concepts are based on stereotypes, they tend to become prejudiced and discriminatory in their treatment of others. Such emotionally weighted concepts are likely to persist and to continue to affect children's social adjustments unfavourably.

Moral Hazards: There found to be six common hazards associated with the development of moral attitudes and behaviours during late childhood**.** They are –

i. Development of a moral code that is based on the concepts of right or wrong by the peers or mass-media, which may not coincide with general adult codes
ii. Failure to develop a conscience as an inner control over behaviour
iii. Inconsistent disciplines on the part of the adults that makes children unsure of what they are expected to do
iv. Physical punishment that serves as a model of aggressiveness in children
v. Finding peer approval of misbehaviour so satisfying that those becomes habitual
vi. Intolerance of the wrongdoings of others

Hazards associated with Interests: Two common hazards are observed to be usually associated with childhood interests:

i. Being uninterested in the things their peers regard as important and

ii. Developing unfavourable attitude towards interests which are valuable to them, e.g. health, school, etc.

Hazards in Sex-Role Typing: With regard to the Sex-Role typing too, two common hazards are observed during the late childhood. They are:

i. Failure to learn the elements of sex-role type which their peers regard as appropriate for their ages. This is likely to happen if the family environment of children with regard to the sex role played by their parents differ from those of their peers.

ii. Unwillingness to play the approved sex roles. This usually happens if boys are expected to play egalitarian roles whereas girls are expected to play traditional roles.

Family-Relationship Hazards: Friction with family members is observed to have two serious effects, viz.

i. It weakens the family ties and

ii. It leads to a habitual unfavourable pattern of adjustment to people and problems which is carried outside the home.

Hazards in Personality Development: There found to be two serious hazards in personality development in late childhood. They are:

i. Development of an unfavourable self-concept and

ii. A false sense of self-importance which children are likely carry over from their early childhood period of egocentrism.



CHECK YOUR PROGRESS

Q 4: Mention some of the major physical hazards of late childhood.

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Q 5: Why is obesity considered as a physical hazard in children?

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Q 6: Name some of the important psychological hazards of late childhood.

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Q 7: How many common hazards are generally associated with the developmental of moral attitudes and behaviors in older children? State those hazards.

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12.5 LET US SUM UP

- After the home, school is the place where children spend most of their time. As such, school plays a very important role in the process of personality development of children. School helps them to adjust with the social environment from early years of life.
- The personality characteristics of the teachers, headmaster, classmates, the teaching methods, curriculum, evaluation system, opportunities for co-curricular activities, the disciplinary methods adopted by the institution, and the general atmosphere of the school – all influence the personality development of children.
- Of all the factors influencing personality development of children in schools, the most important one is the role of the teacher. It has been found that democratic approach of teacher permits maximum

personality development for each child in the classroom or school, prepares them for group living and for making their own decisions and having stronger emotional self-control.

- The attitude and personality of teacher are other important variables with regard to the development of positive personality traits in the children.
- Next to the teacher, the headmaster or the principal of a school also plays an important role in the development of the total personality of the children. The headmaster must create such an environment in school that allows free discipline. The children should be allowed to express themselves freely and at the same time obey the rules and regulations willingly instead of out of fear.
- The friendship and acquaintances children make with the classmates and schoolmates influence their personality development to a great extent.
- If the type of curriculum and the evaluation system do not cater to the needs of children, they feel frustrated and this in turn results in the development of undesirable personality traits.
- Modification of school routine according to the needs of the children is also found to be effective for personality development of children.
- With regard to the development hazards of children in their late childhood period, though some of the health hazards are carry-over from earlier years, they however take some new forms. Some other new hazards arise with their changing life pattern as they enter schools.
- As in the cases of earlier ages, the hazards of late childhood are both physical and psychological. However, during this period the psychological impacts of many of the physical hazards are quite serious.
- The major physical hazards of late childhood include illness, obesity, sex-inappropriate body build, accidents, physical disabilities, awkwardness, physical attractiveness, etc.
- With regard to the psychological hazards, it has been observed that during the late childhood period, the effects psychological hazards

are of much greater in magnitude and more persistent in nature than the physical hazards.

- Some of the important psychological hazards of late childhood period are speech hazards**,** emotional hazards, social hazards, play hazards, conceptual hazards, moral hazards, hazards associated with interests, hazards in sex-role typing, family-relationship hazards, and hazards in personality development.



12.6 FURTHER READING

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12.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: (i) Miniature Society

(ii) The Teacher

(iii) Needs of the children

(iv) Exam factories, Creative Learning

Ans to Q No 2: School

Ans to Q No 3: The curriculum must be diversified and enriched with various types of co-curricular activities so that children get ample opportunities for refining their intellectual and other activities.

Ans to Q No 4: Some of the major physical hazards of late childhood are illness, obesity, sex-inappropriate body build, accidents, physical disabilities, awkwardness, and physical attractiveness, etc.

Ans to Q No 5: Obesity in children is considered as a physical hazard because obese children often lose out in active play and as such, they miss opportunities to develop the skills required for socialisation. In addition, they are also likely to be teased and taunted by their peers for being obese. So, obesity acts as physical hazard both to the health and process of socialisation of children.

Ans to Q No 6: Some of the important psychological hazards of late childhood period are speech hazards**,** emotional hazards, social hazards, play hazards, conceptual hazards, moral hazards, family-relationship hazards, etc.

Ans to Q No 7: There are six common hazards generally associated with the development of moral attitudes and behaviours during late childhood**.** They are stated below:

i. Development of a moral code that is based on the concepts of right or wrong by the peers or mass-media, which may not coincide with general adult codes.

ii. Failure to develop a conscience as an inner control over behaviour.

iii. Inconsistent disciplines on the part of the adults that makes children unsure of what they are expected to do.

iv. Physical punishment that serves as a model of aggressiveness in children.

v. Finding peer approval of misbehaviour so satisfying that those becomes habitual.

vi. Intolerance of the wrong doings of others.



12.8 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

Q 1: In what way does school help in the socialization of children? Explain.

Q 2: Write in short how the attitude of teacher influences the development of personality in children.

Q 3: '*As the headmaster, so is the school*' – what do you mean by this statement? Explain.

Q 4: Write about the roles of evaluation system and curriculum in personality development of children.

Q 5: How does illness suffered by older children act as a physical hazard? Explain.

Q 6: Is there any importance of physical attractiveness for harmonious development of children? Give justification of your response.

Q 7: How many common speech hazards are observed in older children? Describe them.

Q 8: Write about the different types of social hazards that affects the process of social adjustment in older children.

B. Long Questions (Answer each question in around 300- 500 words)

Q 1: Describe on the influence of school on the personality development of children.

Q 2: Critically evaluated the role of teacher with regard to personally development of children in school.

Q 3: Explain with suitable examples the major physical hazards of late childhood period.

Q 4: Explain the two common hazards in relation to the sex-role typing of older children.

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UNIT 13 : DEVELOPMENT IN THE ADOLESCENT

UNIT STRUCTURE

13.1 Learning Objectives

13.2 Introduction

13.3 Adolescence as Developmental Period

13.3.1 Need of Adolescents

13.3.2 Problems of Adolescents

13.4 Physical Development in the Adolescent

13.5 Cognitive Development in the Adolescent

13.6 Social Development in the Adolescent

13.7 Identity Development in the Adolescent

13.8 Educational Provisions for adolescents

13.9 Let Us Sum Up

13.10 Further Reading

13.11 Answer To Check Your Progress

13.12 Possible questions

13.1 LEARNING OBJECTIVES

After going through this unit, you will be able to-

- comprehend the importance of adolescence period
- identify the needs and problems of adolescents
- understand the physical development in adolescents
- explain the cognitive and social development in adolescents
- understand the identity development in the adolescent.

13.2 INTRODUCTION

The earlier units have familiarized you with most of the important phases of life since conception. With the entrance of children in the formal schooling, their world is broadened. They acquire various new and varied experiences. Succeeding the late childhood period or school age period, an individual makes it entry to one of the most crucial period of human life,

i.e. the period of adolescence which is marked by rapid and revolutionary changes in the individual's physical, mental, moral, emotional, spiritual, sexual and social outlook. Human personality develops new dimensions in this stage. We all have come across this period of human development. Being a matured person, we all realize that what we experience during this period of our life. Most important experiences in terms of studies, decision making, and peer selection and so on are taken during this phase. Hence, as parent, as teacher and as a laymen it is very much important for all of us to know each and every aspect of this period as this is considered the most crucial period of one's life. Most importantly, as a learner of education, it is essential for you to know and study the psychology of each adolescents. This unit will help you in this regard.

13.3 ADOLESCENCE AS DEVELOPMENTAL PERIOD

Before going in depth about the different developmental aspect of adolescence period, let's acquaint yourselves with its derivative term. The term-"adolescence" comes from a Latin Word***-"Adolscere"*** which means-"to grow" or "to grow to maturity". Earlier, it was believed that when a child was capable of reproduction, he/she was considered as adult. But, the scope of adolescence is not confined not only in sexual maturity. It includes mental, emotional, social as well as physical maturity. Adolescence is the period which begins with puberty and ends with the general cessation of the physical growth. It emerges from later childhood stage and merges into adulthood. It is difficult to assign definite years to it because they differ from country to country and culture to culture. Chronologically, age ranges are from 12/13 years to 18/19 years in India. In case of girls it begins about 1 year earlier than the boys as girls reach puberty about a year or two earlier than boys do.

Adolescence is a period of transition from *childhood to adulthood*. It emerges from later childhood stage and merges into adulthood. Transition from one period to another always is associated with some problems. Adolescence is not an exception and it is also associated with some problems. Hence, adolescence has been described by Stanley Hall as ***'the***

period of storm and stress of human life' as it is a very crucial period of one's life. G. Stanley Hall is known as the father of adolescence as his work influenced adolescent theme in psychology, popular culture and education. According to him, in most adolescents, the perception of young people as emotional volcanoes ready to explode has taken on a life of its own.

The growth achieved, responsibilities felt and the relationships developed during this period destine the complete future of an individual. Adolescence period is divided into two parts – Early Adolescence, and Late Adolescence. Early Adolescence extends roughly from 12/13 to 16/17 years and late adolescence covers the period from 17 years to 18/19 years, the age of legal maturity. Late Adolescence is thus a very short period. Late childhood is a thus a very short period of human development. Early adolescence is usually referred to as the "teens", sometimes even the "terrible teens".

General Characteristics of Adolescence:

The following features will enable you to understand the adolescence period in a better way-

- **A period of Rapid Growth and Development:** Adolescence is the period where rapid growth and development take place in an individual in the dimension of physical. Mental, social, sexual, emotional, moral development.
- **A period of importance:** Adolescence period is one of the significant period when both immediate effect and long term effects are important. It is important for its physical as well as psychological effect.
- **A period of Transition:** Adolescence is a transitional period. During this transitional period, the individual's status is vague and there is confusion about the roles, the individual is expected to play. The adolescent at this time is neither a child nor an adult.
- **A period of Change:** The rate of change in attitude and behaviour during adolescence period parallels the rate of physical change. During early adolescence, when physical changes are rapid, changes in attitudes and behaviour are also rapid.
- **A period of Problem:** Adolescence is considered as a period of

problem. Due to rapid psycho-physical changes, sometimes they fail to cope up with the changes. Because of their inability to cope with problems alone as well as they believe they can, many adolescents find that the solution to their problem do not always come up to their expectation.

- **A period of Hero-worshipping:** Hero-worshipping is a tendency among the adolescents. The adolescents start to identify themselves with an ideal hero, whom they obey and follow. They admire and respect him. They organize their thoughts and activities in conformity with the ideal of the hero and the hero becomes the source of inspiration for the adolescents to aim for their future.
- **A period of Hetero-sexuality:** During this period, the adolescents develop the hetero-sexuality- an attraction for the opposite sex. Both the sexes develop greater interest for the opposite sex. Adolescents become very much eager to know about the opposite sex. But unfortunately the knowledge which they may receive be harmful for their mental and physical health and as such many boys and girls suffer from worries because of the wrong information about sex and lack of proper guidance.
- **A period of Self-Dependence:** During this period, the adolescents don't like any interference from the parents and older. They are very much influenced by the peers and seek independence. The adolescents develop faith in their own capability of doing things and demand self-respect from the elder members of the society.
- **A period of unrealism:** Adolescents have a tendency to look at life through their own rosy eyes. They visualize themselves and the world as they would like them to be rather than as they really are. They are unable or not intended to see the reality of life.

13.3.1 Need of Adolescents

Adolescence is an interesting subject of study so far as psychology of adolescence is concerned. This is a stage in which changes are taking place in all directions – physical, mental,

emotional and social. All such energies naturally gives rise to the needs that make them more sensitive & restless. If these needs could not be understood from their proper perspective & if their environment fails to make effective realization of them, in that case frustration, deprivation repression & mal adjustment may be the result. It may also make the adolescent state more problematic & delinquent. So the root of all trouble at this stage is failure in defective realization of the needs. There lies the importance of the study of the adolescent needs.

Effective realization of their needs & objective assessment of them in essential, if we are to offer necessary help and guidance to them. Many of the problems can be averted if we are in a position to help them in reasonable satisfaction of their needs. Some specific needs of the boys & girls having their far reaching consequence may be identified below –

1. **Sex need:** The most prominent & powerful psychological need at this stage is undoubtedly the need of sex. Owing to this adolescent strongly feel for sex urge & physical attraction towards the opposite sex. Strong curiosity for sex may lead them to illusion, misconception etc. resulting in abnormal behavior. So sex need should be given proper out let for its satisfaction through sublimation.
2. **Intellectual need:** Development of intelligent & other higher mental faculties are marked by the stage of adolescence. The power of thinking, reasoning, understanding & problem solving abilities developed that make them intellectually more conscious, active & inquisitive. The need of knowledge is strongly felt for attainment of their intellectual maturity preparation of the secondary curriculum on this point of view is a responsible task.
3. **Need of freedom:** Adolescent want to be free from all sorts of physical & psychological strain & control from their superior. They develop self confidence in their physical & intellectual

capability. Accordingly they want an atmosphere of freedom for satisfaction of their needs, hopes & wishes. Absence of freedom may create the problem of repression introversion & in some cases rebellion.

4. **Social needs:** Adolescent feel strong urge to society. They develop active interest in understanding their own social, cultural & communal way of life. They also feel that they are the indispensable part of the society towards which they have the duties & responsibilities to be performed. They like to identify themselves with the social, cultural & religious qualities & characteristics to which they belong. They want the adult members to give them social recognition status & freedom in order to play their responsible part in society.
5. **Economic needs:** The adolescent want to be economically self-dependent & self-sufficient person. They do not want to depend upon their parents to serve their day to day economic needs. They are somewhat conscious of their future vocation & profession in life to be adopted. They feel strong urge to activity for certain vocation & acquired vocational skill by undergoing specific course of study.
6. **Need of a philosophy of life:** Adolescent want to follow a distinct ideal or philosophy of life as their guide for future course of action. They want to organize their thought, feeling & activity towards realization of that ideal of life. Owing to this reason they feel for the need of a hero or a leader to be obeyed and followed. They should therefore, be helped in building up of a practical philosophy of life that may really work in the reality. Biographical study of the great man may be of great help to them in this regard.

13.3.2 Problems of Adolescents

The stage of adolescence is usually described as the most problematic of one's life. Quick psychophysical changes are

associated with the vital needs, the satisfaction of which is very urgent. Failure in this regard is the root cause of the adolescence problems. Such problems are not nearly confined to themselves. But may affect the society as a whole. Adolescence problems therefore, can reflect the problems of the society or the country as a whole. Some of the vital problems that need our immediate attention may be described below –

1. **Sex problem:** All the problems of adolescence originate from the sex life & its needs the onset of puberty gives them the unusual physical excitement never experienced before. It gives rise to anxiety, fear, and the sense of shame guilt in mind. The whole affair of sex appears to be secretive sinful & forbidden subject to them. This may lead to the problem of sexual mal adjustment. If the parents & the social situation appear to be more conservative, it may take a serious term.
2. **Emotional Problems:** Adolescents are emotionally up charged & troubled people. They have excessive emotional both pleasant & unpleasant, but without sufficient control over them. Consequently it leads to emotional violence. Emotion of anger may find expression in its more destructive form that may create low & order situation to the authority concerned. Passionate emotion of love may give rise to anxiety, jealousy, hatred frustration & revengefulness in mind. Emotion immaturity is therefore the major problem of the adolescence.
3. **Social problems:** They are always remains a generation gap between the parents & their children. The adolescents are by nature sensitive to the new world of things & their attitude & outlook appear to be progressive variable & modern. But their elders usually remain conservative & skeptical of such changes. They do not allow sensitive changes to their old values & way of life. They insist on conservatism of the old social order & heritage by their followers. As such there is the social problem of adjustment faced by the adolescents.

4. **Educational Problem:** Frustrating educational situation in the secondary school may create problems to the adolescent. Unrealistic educational aim & curriculum defective verbal method of teaching unreliable examination system, repressive measure of discipline maintained in school are largely responsible for such educational frustration. Absence of education for leisure & vocational guidance in secondary school & add more complexity to such problems. The whole educational environment may there by appear to be problematic to them.
5. **Problem of moral values:** Complexity of our social life at present has given rise to the pressure of moral values in the adolescents. The way of life in the past was simple & peaceful & was based on the ethical & moral values in society. In the present society however, the materialistic way of life & culture & the technological needs of society have made our hopes & aspiration rise sky high. In the circumstances, determination of the right sense of values in the adolescent mind has become a problem. In fact, there has been the crises of conscience in them resulting in confusion.
6. **Problem of leisure:** Leisure time appears to be a big problem to the adolescent. Having nothing to do makes their useful energy & vigor completely wasted & abused. Problem of unemployment in society, absence of healthy recreational facility etc. may lead to their involvement in some antisocial & criminal activities. Their idle mind thereby turns be a devil's workshop. Increasing drag addiction in the youths at present is the worst of its kind.
7. **Problem of delinquency:** Problem of leisure at present has led the youths to the path of delinquency. Their thought & attitude turn to be destructive unsocial & criminal. Moral de gradation in society has also led them to be a buildering state, resulting in crime and violence. Easy money & black money

craze for power, criminalization of politics, terrorism & fatalism have created a delinquent environment in society to which the adolescent fall the easy victim.

13.4 PHYSICAL DEVELOPMENT IN THE ADOLESCENT

Adolescence is first of all a period of physical changes and development. During adolescence, the physical growth and development reaches its peak and human body finds its final shape. The maximum limit with regard to increase in size, weight and muscle is achieved. The growth and functions of all the other outer and inner organs also reaches to its maximum and almost all the glands become extremely active at this stage. Both boys and girls develop all the characteristics of their respective sexes. As such, physiologically, the boys and the girls prepares themselves for being called as men and women. The physical developmental changes in adolescents can be highlighted under the following headings-

A. External changes :

- **Height:** The average girl reaches her mature height between the age of 17/18 years and the average boy a year or so later. The average height of girl is 5''5'' and the average height of boy is 5''10'''.
- **Weight:** Weight changes follow a timetable similar to that for height changes. Weight is distributed over areas of the body where previously there was little or no fat.
- **Body Proportion:** The various parts of the body gradually come into proportion. The trunk broadens and lengthen, the limbs no longer seem too ling. Bones and muscles increase to the greatest possible extent leading to great increase in motor activity. The arms and legs also lengthen and eventually become proportional to the rest of their body. Boys 'straight-lined, square bodies become broader at the shoulders and more tapered at the waist, forming the familiar triangle shape of adult males. Again, girls' straight-lined, square bodies become wider and broader at the

hips, buttocks and chest forming the familiar shape of adult female.

- **Sex Organs:** Both male and female sex organs reach their mature size in late adolescence. Young teens develop both primary and secondary sexual characteristics that are brought about by hormonal changes. Primary sexual characteristics refer to reproductive organs like-ovary, testes and secondary sexual features referring to development of body hair**. For female**, the most significant primary sexual characteristics is the ***first menstrual period*** average at 12 years and **for male** it is the ***first sperm Arche*** at average 13 years. These reproductive changes also brings changes in the body hair (on underarms, groins, facial hair etc.) and changes in voice, in female voice become sweet and smooth and in boys, it becomes deeper, heavier and harsh.

B. Internal changes:

- **Digestive System:** The stomach becomes longer and less tubular, the intestine grow in length and circumference. The muscles in the stomach and intestinal walls become thicker and stronger. The liver increases in weight and the oesophagus becomes longer.
- **Circulatory System:** Regarding circularity system, the heart grows rapidly during adolescence. By the age of 17/18, it is twelve times as heavy as it was at birth. The length and thickness of the wall of the blood vessels increase and reach a mature level when the heart does.
- **Respiratory System:** The lung capacity of girls is almost at a mature level at age of 17, and boys reach this level several years later.
- **Endocrine System:** The sex glands develop rapidly and become functional though they do not reach their mature size until late adolescence.
- **Body Tissue:** The skeleton stops growing at an average age of

18. Tissues other than bones have reached their mature size.

As is true at all ages, there are individual differences in physical changes. Individual differences is influenced by maturing. Sex difference are especially apparent. Even though boys start their growth spurt later than girls, their growth continues longer and with the result of that at maturity they are usually taller than girls. Moreover, hereditary and environmental factors are contributing towards the sound physical development in the adolescents. It is important to mention here that some adolescents experience satisfaction with their change bodies, however, they do experience more dissatisfaction with some part of their body than with other part, which lead to lack of self-esteem. Hence parents, teachers must co-operate them in coping with their changes.



CHECK YOUR PROGRESS

Q 1: What is the derivative meaning of adolescence?

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Q 2: Fill in the blank Adolescence emerges from ..... and merges into .....

Q 3: What is the age range of adolescence in India?

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Q 4: Who is the father of adolescence?

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Q 5: What is the age range of Early Adolescence?

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Q 6: What is Hero-worshipping?

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Q 7: State some needs of adolescents.

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Q 8: What is the most significant primary sexual characteristics in girl and boy adolescent?

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13.5 COGNITIVE DEVELOPMENT IN THE ADOLESCENT

Stage of adolescence is marked by significant mental and intellectual done taking place that may have the far reaching effect on future development. At this stage mental faculties are developed rapidly toward mental maturity. Some of the significant changes in such development may be identified below –

a) Intellectual efficiency : The instinctive tendency of infancy and childhood are substantially modified & improved at this stage – power of memory develops as a result of which boys & girls can make effective use of their memory image. The span of memory develops considerably & the influence of habit memory is replaced by exercise of logical memory. The adolescence are capable of using their voluntary attention with more concentration of mind. Acquired interest & sentiment make them more selective & attentive of their sub of study. Development aptitude towards different fields make them more ambitious of their future course of action. Ability to learn, retain & reproduce their learning experience develop considerably. Power of thinking & reasoning develop remarkably for which they can exercise better understanding & appreciation of their knowledge acquired. Ability of problem solving develops awing to the scientific & technological subs of study. Their mind becomes more curious to know & unveil the secret of nature & the natural phenomena of the external world. Adolescence also develop the ability of abstract thinking for which

subjective though & judgement can be exercise by them. Ability to learn at substantially improves for which they can make use of the power of perception, insight & totality of understanding. They no longer remain blind followers & mechanical imitators, but can exercise their own power of judgement & understanding of things they learn Growth of intelligence at this stage reaches its maximum at the age of 16 or 17 years.

b) Creative imagination : The adolescence boys & girls donate remain more receptive but become creative of their imagination. They not only take active interest in reading literature & listening to music but also can create the work of art & music by themselves. They show increasing interest in poetry, drama, recitation, dramatization, reading of the novels, singing, dancing, painting, drawing & sculpture. Appropriate training given in this direction may help in development of their nature creative talent in different line.

c) Moral consciousness : Adolescence are the morally conscious people. They develop moral sentiment out of which they judge everything in terms of the sense of right & wrong, truth & false, virtue & vice, desirable & undesirable. They cannot tolerate any immoral activity committed by the elder members in society. They come forward to fight for the truth and establish justice. A strong moral sense may make the adolescence got God fearing person. They are not afraid of anything but God himself. As such they do everything in the name of God. Their moral consciousness also makes them interested in their religion to which they belong. They try to understand religious principles underline their own religion. If their moral sentiment is frustrated, it cause more harm to them psychologically. They may be demoralized & developed negative attitude towards anything. Such a state may give rise to the sense of hatred and involve in criminal &destructive activity. So, their moral sentiment at this stage is more delicate & sensitive that need careful handling by the elder members in society.

13.6 SOCIAL DEVELOPMENT IN THE ADOLESCENT

Adolescence are socially very conscious people. They strongly feel that they are responsible members of society & they have definite role to play for the welfare and well-being of the society. They are quite aware of their rights & duties & responsibilities to be performed towards society. Accordingly they come forward to take active point in social functions, ceremonies & their observances. Social consciousness make them quite sensitive to social, political & communal problems facing the society. It is due to this reason that adolescence are always in the fore front of any social revolution in the country. Social characteristics of the adolescents are also remarkable so far as their development of social personality is concerned. Some of the distinguishing features of such characteristics may be described below –

a) **Sense of patriotism:** Social consciousness may also make them develop the sense of patriotism or love of the motherland. They are even ready to sacrifice their life for the sake of their motherland. So, they join military & para-military forces for defense of the country.

b) **Active politics:** The boys & girls again develop active interest in politics owing to their social & political ambitiousness. They realized that they should follow certain political ideology in order to solve the country & socio-economic problems. They are, therefore, desirous & capable of giving leadership to society in solving the social eco & communal problems.

c) **Sense of empathy:** A strong feeling for others, derivative of the social senses may influence the mind & behavior of the adolescents. Accordingly they are more concerned about the feeling of joy and sorrow with other members in society. Their social senses are quite selfless for which they are ready to sacrifice their own life & happiness for others. Such a characteristics typically to be found at this stage may be said as empathy.

13.7 IDENTITY DEVELOPMENT IN THE ADOLESCENT

Identity development is one of the significant characteristics of adolescence period. In fact, it is referred as a period of search for identity. For most, the search for identity begins in the adolescence years. In the early years of adolescence, conformity to the group is still important to boys and girls. Gradually they begin to crave identity and are no longer satisfied to be like their peers in every respect, as they were earlier. However, the ambiguous statuses of adolescents today present a dilemma that greatly contributes to the adolescents "identity Crisis" or the problem of ego-identity.

During this stage, adolescents are more open to trying on different behaviour and appearances to discover who they are. In other words, in an attempt to find their identity and discover who they are adolescents are liking to cycle through a number of identities to find one that suits them best. But developing and maintaining identity is a difficult task due to multiple factors such as family life. Environment and social status. Empirical studies suggest that this process might be more accurately described as identity development, rather than formation, but confirms a normative process of change in both content and structure of one's thought about the self.

Approaches to identity development in the adolescent:-

There are two main aspects of identity development. These are – self-clarity and self-esteem. Again, researchers have used three general approaches to understand identity development in adolescents. These are- self-concept, sense of identity and self-esteem.

Self-Concept: The self-concept is known as the ability of a person to have opinion and beliefs that are defined confidently, consistent and stable. Early in adolescence, cognitive development result in greater self-awareness, greater awareness of others and their thoughts and judgement, the ability to think about abstract, future responsibility and the ability to consider multiple possibilities at once. As a result, adolescents are able define themselves based on their values, thoughts and opinions.

Sense of identity: Another important aspect or approach to identity development in the adolescents is sense of identity. Egocentrism in

adolescents forms a self-conscious desire to feel important in their peer group and enjoy social acceptance. Sense of identity represents a coherent sense of self-stable across circumstances and including past experiences and future goal. Adolescents begin to by defining themselves based on their crowd membership.

Self-Esteem: Self-esteem is defined as one's thought and feelings about one's self-concept and identity. Most theories on self-esteem state that there is a grand desire, across all genders and ages, especially among adolescents to maintain, protect and enhance their self-esteem. Details about this concept will be discussed in the succeeding unit.

The years of adolescence create a more conscientious group of young adults. Adolescents pay close attention and give more time and effort to their appearance as their body goes through changes. Moreover, the environment in which the adolescents grows up too play a significant role in identity formation.

13.8 EDUCATIONAL PROVISIONS FOR ADOLESCENTS

Education for the stage of adolescent is undoubtedly a difficult & challenging task for the teacher. The multiplicity of the psychophysical needs of the boys & girls should be reasonably satisfied by the educational system designed at the secondary stage. On the one hand it should serve the varying needs & aptitudes of the adolescent individually & on the other hand it should serve the social, cultural & educational needs of the society. Socio-eco development of a country basically depends upon the effective educational system provided to them keeping in view of these points attention may be given to the following aspects of their development.

a) **Diversification of the courses:** In view of development of diverse interest & aptitude in mind, curriculum should be diversified at the secondary stage should provide the various channels of arts, science, commerce technical, fine-arts in order that their native interest & aptitude may be explored & identified science subs should be designed in order to satisfy their quest for new knowledge & experience & to develop the spirit of innovation & experimentation. They should be

able to understand the mystery of science & the secret of the natural world. They should also be provided with the intellectual & academic atmosphere in school that may help in the development of their creative talent & inventive power through specialization of their higher studies.

b) **Vocationalisation of education:** Education meant for them should be based on the principle of utility productivity & practicability of knowledge. It should serve the eco & productive need of individual & the society. Education should be capable of making them economically self-sufficient & give them self-employment. A vocational views of secondary education can make it more meaningful & useful for their life. It may train manpower resources of the adolescent as ideal citizen. Vocationalisation of secondary education can therefore, help to develop individual potentiality for social progress.

c) **Development of democratic values:** Keeping in view of their social consciousness it is necessary to train them in development the democratic values & ideals of life. Their thought, feeling & attitude should be tempered by the ideals of truth, justice, equality & fraternity. These ideals of democracy need to be practiced in their personal & social life & activities. Potentialities of leadership in them should also trained through making provision for leadership training. They should be acquainted with the social heritage & in appreciating its desirable qualities. They should also be trained in national discipline & develop wider outlook of internationalism.

d) **Education for leisure:** Secondary education should make ample provision for effective training in utilization of leisure in the boys & girls. Curriculum for this purpose should include the items of knowledge & experience that may develop the specific interest in finer senses of art & esthetics. It may include literary & artful activities along with the indoor & outdoor games according to their choice & interest. The major objective of such training should be to develop good taste, healthy mind & outlook & to provide outlet for effective training in their creative talent.

e) **Provision for sex education:** Education meant for adolescent can't

afford to neglect the vital need problem of sex at this stage. The modern educators are more inclined to give sex education in secondary school. A healthy outlook & attitude on sex life may be given through scientific knowledge of sex to them. It may help to remove many of their illusion & misconception arising out of sex curiosity. Sex education should also form a part of their health & hygiene.

f) **Provision for moral education:** At the adolescent stage the moral senses are very high. The boys & girls strongly feel the sense of right & wrong, truth & false, virtue & vice. The moral lessons need to be presented to the through formal education & make it a part of their day to day life and activity. A development of moral sentiment needs to be helped through formation of positive outlook & attitude towards anything. It may help in sublimating their instinct of sex in the constructive & creative way.

g) **Building up of a philosophy of life:** Adolescent may be helped in selecting right ideal of life for their future. The teacher and the parents should see that they don't happen to select an ideal aim in their life that is not possible to be realized in the reality. They should developed more realistic ideal of life that may be workable. A workable philosophy of life should be presented to them in order that it may be translated in to action.



CHECK YOUR PROGRESS

Q 9: What is self-concept?

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Q 10: Why is sex education important for adolescents?

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13.9 LET US SUM UP

After going through this unit, it can be summarized as-

- The period of adolescence which is marked by rapid and revolutionary changes in the individual's physical, mental, moral, emotional, spiritual, sexual and social outlook.
- The term-"adolescence" comes from a Latin Word***-"Adolscere"*** which means-"to grow" or "to grow to maturity".
- Adolescence is the period which begins with puberty and ends with the general cessation of the physical growth. It emerges from later childhood stage and merges into adulthood.
- Adolescence period is divided into two parts – Early Adolescence, and Late Adolescence.
- General Characteristics of Adolescence are- a period of Rapid Growth and Development, period of importance, period of Transition etc.
- Some needs of adolescents are- Sex need, Intellectual need, Need of freedom etc.
- Some of the problems of adolescents are- Sex problem, Emotional Problems, Social problems, Educational Problem etc.
- During adolescence, the physical growth and development reaches its peak and human body finds its final shape.
- Stage of adolescence is marked by significant mental and intellectual done taking place that may have the far reaching effect on future development in terms of intellectual efficiency, creative imagination etc.
- Adolescence are socially very conscious people. They strongly feel that they are responsible members of society & they have definite role to play for the welfare and well-being of the society.
- Identity development is one of the significant characteristics of adolescence period. In fact, it is referred as a period of search for identity



13.10 FURTHER READING

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2) Chetry Krishna Kumari (2016): Developmental Psychology, Ashok Book Stall, Panbazar, Ghy.

3) Goswamee Gayatree (2008): Child Development and Child Care, Arun Prakashan, Guwahati, Assam.

4) Hurlock Elizabeth B (1980): Developmental Psychology: A life-span Approach, Mc Graw Hill Companies, Inc., New York.



13.11 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: The derivative meaning of adolescence is ***-"Adolscere"*** a Latin Word, which means-"to grow" or "to grow to maturity".

Ans to Q No 2: Adolescence emerges from later childhood stage and merges into adulthood.

Ans to Q No 3: The age range of adolescence is from 12/13 years to 18/19 years in India.

Ans to Q No 4: G. Stanley Hall is known as the father of adolescence as his work influenced adolescent theme in psychology.

Ans to Q No 5: Early Adolescence extends roughly from 12/13 to 16/17 years.

Ans to Q No 6: Hero-worshipping is a tendency among the adolescents. The adolescents start to identify themselves with an ideal hero, whom they obey and follow. They admire and respect him

Ans to Q No 7: Some needs of adolescents are- Sex need, Intellectual need, Need of freedom etc.

Ans to Q No 8: For female, the most significant primary sexual characteristics is the first menstrual period average at 12 years and for male it is the first sperm Arche at average 13 years.

Ans to Q No 9: The self-concept is known as the ability of a person to have opinion and beliefs that are defined confidently, consistent and stable

Ans to Q No 10: Education meant for adolescent can't afford to neglect the vital need problem of sex at this stage. The modern educators are more inclined to give sex education in secondary school. A healthy outlook & attitude on sex life may be given through scientific knowledge of sex to them.



13.12 POSSIBLE QUESTIONS

A. Short Questions (Answer each questions in about 150 words)

Q 1: Who are adolescents?

Q 2: State some of the characteristics of adolescents.

Q 3: What is identity development in adolescents?

Q 4: What is self-esteem in adolescents?

B. Long Questions (Answer each questions in about 300-500 words)

Q 1: Discuss the physical changes that occur during adolescence period.

Q 2: Discuss the cognitive development in adolescents.

Q 3: What are the approaches to identity development in adolescents?

Q 4: Why is adolescence period considered as period of storm ns stress?

Q 5: What educational provisions are there for the adolescents over all development?

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UNIT 14 : PERSONALITY DEVELOPMENT DURING ADOLESCENCE

UNIT STRUCTURE

14.1 Learning Objectives

14.2 Introduction

14.3 Meaning of Personality Development

14.3.1 Personality Development in Adolescents

14.4 Personality Deviation

14.5 Self-concept in Adolescents

14.6 Self-esteem in Adolescents

14.7 Influence of Family and Peers in the Personality Development of Adolescents

14.8 Let Us Sum Up

14.9 Further Reading

14.10 Answer To Check Your Progress

14.11 Possible Questions

14.1 LEARNING OBJECTIVES

After going through this unit, you will be able to-

- understand the concept of personality development
- comprehend the personality development in adolescents
- know the concept of self-concept and self-esteem in in the adolescent
- realize the influence of family and peers in the personality development.

14.2 INTRODUCTION

Unit 13 of this block was a detail discussion on the most significant period of human life i.e., adolescence. You must have acquired clear conception about this stage and its most significant developmental characteristics. Adolescence is the transitional period from childhood to adulthood, it is the bridge between the two stages. After this period, the

individual enters into the reality of life. Hence, it is a preparation period for an individual. The experience, learning an individual acquires during this stage effect his later life and his personality. We know that the prime objective of education is development of strong and healthy personality in each student. Education and learning earned by the students during their secondary level of education have a great impact on them as it broadens their mind and knowledge. Personality which is the product of overall development of an individual is influenced by both heredity and the environment. Personality development in adolescents is an important matter of discussion in psychology as it bears its effect throughout one's life. In this unit, our discussion will be concentrated on personality development in adolescents, self-esteem, and self-concept of adolescents as well as how family and peers influence in the personality development of the adolescents.

14.3 MEANING OF PERSONALITY DEVELOPMENT

We all are familiar with the term "personality". Studies of the previous semesters must have clarified your concept of personality, its varied types and measurement. You need no extra elaboration on the very topic. As this unit concentrates on adolescence, personality development will be discussed in terms of adolescents. Before that, it is important to understand the concept of personality development.

Personality Development:

As we know, personality as a whole means a combination of all characteristics and appearance of an individual that includes the pattern of thought, feelings, attitude, his behavior, communication ability and physical features. It has been believed that a child inherits a lot of personality traits from its parents or grandparents through genes. Every individual is different from the other and possesses a personality of his own that is unique from the others in every form. Personality development has become an important instrument for developing overall skills within a person that help him to develop professionally as well as personally. A great personality includes both social and interpersonal skills. Everyone is influenced by great personality.

There is a misconception among people that personality skills are inborn and cannot be developed. But, contrast to this view, with the help of good training a child or an adult can learn communication skills, earn knowledge of different subjects, motor skills, and improve vocabulary, pronunciation or computer operating as well as different life skills that play an important part in personality development. Moreover, proper training in personality development enhances the general as well as unique traits or characteristics of a person. As such personality development is a process through which a person to get a positive thought pattern, gain confidence, improve behavior, learn better communication and develop a healthy physique. It is about building one's capacities, nurturing talent, enhancing new skill sets, working on weaknesses, and transforming them into strengths. Personality Development is the process undertaken by a person to create a unique personality. It is the journey of building a highly influenced character by experiences encountered by the person. Social, economic cultural, and environmental factors play a significant role in personality development. The real meaning of personality development is to enhance self-esteem, improving social skills and developing potential. In a larger social sense, the definition or meaning of personality development includes the sum total of human happiness by fostering self-awareness and self-esteem by developing talents and by facilitation. At present, personality development is a field of much research and practice. It is a dynamic, constantly evolving field of study and one in which new practices come to the force every day. It goes beyond self-help to encompass helping others.

14.3.1 Personality Development in Adolescents

Personality development during adolescence is the result of continuous interaction of traits (heredity) and environment, culture and particular experiences. Many conditions in the adolescent's' life are responsible for moulding the personality pattern through their influence on the self-concept. None of these are familiar to those present during childhood. But, many are the product of the physical and psychological changes which occur during adolescence.

Personality development in adolescents is achieved through social and professional interaction and by contributing to the expression and realization of hopes, wishes and ambitions. By early adolescence, adolescents are well aware of their good and bad personality traits and thereby they try to improve it to get social as well as peer approval by reading books or articles on the subject. Moreover, Adolescents are admired by peers or society for their pleasing personality. They know what traits are admired by peers of their own sex as well as by peers of the opposite sex. Although different traits are admired as adolescence progresses, and although admired traits differ somewhat from one social group to another, adolescents know what the group with which they are identified admires. As such, they try to strengthen their weaknesses.

Factors influencing Personality Development in Adolescents:

Following are the factors that influence in the personality development in adolescents-

1. **Matured Age:** Early matures, who are treated as near-adults, develop favourable self- concepts and thus make good adjustments with the surroundings. Late matures, who are treated like children, feel misunderstood and martyred and thus are predisposed to maladjusted behaviour.
2. **Appearance:** Appearance influence a lot in the personality development of the adolescents as they are very much concentred about their appearance. As such, being different in appearance makes them feel inferior, even if the difference adds to physical attractiveness. Any physical defect is a source of embarrassment which leads to feelings inferiority. Physical attractiveness, by contrast, leads to favourable judgements about personality characteristics and this aids social acceptance.
3. **Sex- Appropriateness:** Sex-appropriate appearance, interests and behaviour help adolescents to achieve favourable self-concepts which leads to healthy personality development. Sex-

inappropriateness makes them self- conscious and this influences their behaviour unfavourable.

4. **Names and Nicknames:** Adolescents are sensitive and embarrassed if members of the peer group judge their names unfavourably or if they have nicknames that imply ridicule.
5. **Family Relationships:** An adolescent who has a very close relationship with a family member will identify with this person and want to develop a similar personality pattern if this person is of the same sex, the adolescent will be helped to develop a sex-appropriate self- concept.
6. **Peers:** As we know adolescents are very much influenced by the peer groups, it bears a significant contribution in the personality development of the adolescents. Peers influence the adolescent's personality pattern in two ways. First the self-concepts of adolescents are reflections of what they believe their peers concepts of them are and, second, they come under peer pressures to develop personality traits approved by the group.
7. **Creativity:** Adolescents who have been encouraged to be a creative in their play and academic work as children develop a feeling of individuality and identity that has a favourable effect on their self- concepts. On the other hand, adolescents who have been forced to conform to an approved pattern since earliest childhood lack a feeling of identity and individuality.
8. **Level of Aspiration:** If adolescents have unrealistically high level of aspiration, they will experience failure. This will lead to feelings of inadequacy and to defensive reactions in which they blame others for their failures. Adolescents who are realistic about their abilities will experience more successes than failures. This will lead to greater self- confidence and self –satisfaction, both of which contribute to better self- concepts.

14.4 PERSONALITY DEVIATION

In the study of psychology, personality refers to the pattern of thoughts, feelings and behaviours, consistently exhibited by an individual over a long period of time that strongly influences the way that individual perceives the world and himself and herself. Normal personality comes under the norm that is an accepted standards of society. Personality of adolescents is a matter of concern among the developmental psychologist as it comprise the most important period of human life from developmental perspectives. While discussing the personality development, many allied concept come along. One such concept is Personality Deviation. Many a time, we witness certain behaviour displayed by the adolescents which is not desirable or expected by the family or the society. The concept of personality deviation will help you to get acquainted with the causes of these behaviour.

Generally, deviant personality/ behaviour refers to a behaviour that does not conform to social norms and values. A deviant behaviour elicits negative responses. Deviant behaviour can be formal or informal, and voluntary or involuntary. Deviation is the act of deviating or variation from the common way from an established rules. Deviation is generally termed as transgression, or act of sin or offence. It indicates an involuntary violation of a formal norms. Reactions to transgressions against formal norms and values are external to individuals in the form of punitive action, such as fines or imprisonment. Reactions to informal deviance are typically internal to the individual. Deviant behaviour is any behaviour that is contrary to the dominant norms of society.

Personality deviation can be defined as the deviation of a person's personality from the normal. It is the variation of personality from commonly established way. When a person tends to show an offensive or act of sin in his behaviour is termed as personality deviation. A violation of law duty or commandment is seen where he goes with an act that goes beyond accepted boundaries.

There are many different theories on what causes a person to

perform deviant behaviour, including biological explanations, psychological explanations and sociological explanations. Some of the example of deviant behaviour which are mostly consists of disapproved activities like-

- Retreat (avoid)
- Cheating
- Delinquent
- Drugs addict
- Dishonesty
- Day dreaming
- Projection (Throwing responsibility on others)
- Homicide
- Suicide
- Theft
- Robbery
- Rape
- Prostitution
- Aggression (bullying and stealing)

Along with these, the deviant behaviour of an individual are classified into two formal types. The conception of these two types will help you to know deviant behaviour in the adolescents.

Types of Deviant behaviour

There are basically two types of deviant behaviour and these are

A. Formal Deviance

A deviant behaviour of violating enacted laws such as homicide theft, robbery and rape. This formal deviance can be violations of codified laws, rules, regulations and codes of conduct.

B. Informal Deviance

A type of deviant behaviour that violates social norms which are not codified by laws. Such examples may include picking of nose in public and belching loudly, retreat.

Causes of Personality Deviation

The above discussion has clarified your concept of personality deviation, but it is essential for us to know why an individual or adolescent

deviates from his /her formal behaviour. The following discussion will answer to this question-

1. **Physical Structure**: The first set of traits which affect the individual himself as well as others in his physique such characteristics are his heights and weight, length of limbs, her colour, skin texture, features colouring, body proportion etc. (fatigue/ malnutrition and chronic disease). Failure to adjust with the physical structure may lead to personality deviation in adolescents or an individual.
2. **Mental ability**: The extent to which an individual is mentally alert is of potent influence in his adjustment to the environment. If the person is not mentally alert of his potential, he lacks adjustment, which leads to personality deviation.
3. **Emotional climate**: Emotional climate of the family, school or the peer group which indicates the interpersonal relationship among the members of the group is not conducive, sound and healthy, the person may lead to deviate from his formal behaviour.
4. **Environment**: No one lives in isolation. The environment into which an individual progress is vital to the development of those traits that constitutes the whole individual or personality (home-school-competition-comparisons-scolding etc.) If the environment is not conducive enough to identify and develop the innate potentialities in the person, it leads to deviation of personality.
5. **Personal factors**: As a result of particular experiences many people acquire deviant behaviour in attitudes and habits. For example-. Refusal to ride trains, automobiles, due to same accident/ death of loved one. An ugly face may deprive some people of the opportunity to participate in affairs of the country.
6. **Failures in socialization**: Some people experience deviant behaviour because socialization process has failed to integrate the cultural norms into the individual's personality. If a child lack proper social training, he may deviate from the established rules of the society in terms of his social behaviour in the later period of life.

Besides these, there are so many other factors that may be responsible

for the personality deviation in an adolescents such as- *Early social experience (inadequate care in early childhood), Cultural influence, Social acceptance and family influences, Lack of social recognition, Excessive demand of society- it being complex, competitive and contradictory, Rapid changes in society- adjustment not possible, Man's desires to have manifold remain- unsatisfied.* As such, while providing social training, the parents, teachers and community members must pay attention to the accurate acquisition of the approved rules and laws of the society by the children. They must take all possible measures to make their socialization a successful one.



CHECK YOUR PROGRESS

Q 1: What is Personality?

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Q 2: What is meant by personality development?

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Q 3: State some example of deviant behaviour among adolescents.

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Q 4: State two causes of Personality Deviation.

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14.5 SELF-CONCEPT IN ADOLSCENTS

In the preceding unit, you have already come to know that there are some approaches to the identity development in the adolescents. Among them, self-concept and self- esteem are most significant. Moreover, these are also contributing factors in the personality development among these group of people. When an individual is clear about his existence, his individuality, his potentialities, he/she can achieve success in life as it helps

in nourishment of all the developmental aspect leading to a strong personality.

What is Self- Concept?

Self-Concept is an important term for both social psychology and humanism. A person's self-concept is his knowledge about himself. One's self-concept also called self- construction, self-identity, and self- perspective or self-structure which is a collection of beliefs about oneself that includes elements such as academic performance, gender roles, sexuality, and racial identity. Generally, self –concepts embodies the answer to ***"Who am I?"*** One's self-concept is made up of self- schemas, and their past, present, and future selves. One 's self- perception is defined by one's self- concept, self- efficacy, self-esteem, and social- regulation.

Self-concept is distinguishable from self-awareness, which refers to the extent to which self-knowledge is defined, consistent, and currently applicable to one's attitudes and dispositions. Self-concept is made up of one's self-schemas, and interacts with self-esteem, self-knowledge, and the social self to form the self as whole. It includes the past, present, and future selves, where future selves represent individual's ideas of what they might become, what they would like to become, or what they are afraid of becoming. Possible selves may function as incentives for certain behaviour.

The perception people have about their past or future selves is related to the perception of their current selves. The temporal self-appraisal theory argues that people have a tendency to maintain a positive self- evaluation by distancing themselves from their negative self and paying more attention to their positive one. In addition, people have a tendency to perceive the past self-less favourably e.g. *"I'm better than I used to be"* and the future self-more positively e.g. *"I will be better than I am now".* **Carl Rogers (1959)** believes that the self-concept has three different components- A. The view you have of yourself **(Self-image).** B. How much value you place on yourself (**Self-esteem or Self-worth**) and C. What you wish you were really like (**Ideal self).**

Similar to how one can know other people, and known facts about how they tend to think, and what they enjoy doing, and what their

temperament is like, he/she can also know these things about himself. Some people have much stronger self-concepts than others, probably because possessing a self –concept in much detail requires reflection on one's own self and behaviour.

Lewis (1990) suggests that development of a concept of self has two major aspects-

A. The Existential Self : This is the most basic part of the self –scheme or self-concept. This indicates the sense of being separate and distinct from others and the awareness of the constancy of the self. The child realizes that they exist as a separate entity from others and that they continue to exist over time and space. According to Lewis awareness of the existential self begins as young as two to three months old and arises in part due to the relation the child has with the world. For example, the child smiles and someone smiles back, or the child touches a mobile and sees it move.

B. The Categorical Self : Having realized that he or she exists as a separate experiencing being, the child next becomes aware that he or she is also an object in the world. Just as other objects including people have properties that can be experienced (big, small, red, smooth and so on) so the child is becoming aware of him or herself as an object which can be experienced and which has properties. The self too can be put into categories such as gender, size or skill. Two of the first categories to be applied are age ("I am 3") and gender ("I am a girl")

In early childhood the categories children apply to themselves are very concrete e.g. hair colour, height and favourite things. Later, self –description also begins to include reference to internal psychological traits, comparative evaluations and to how others see them.

14.6 SELF-ESTEEM IN ADOLSCENTS

Self- concepts differs from self- esteems. As discussed above, self-concept is a cognitive or descriptive component of one's self e.g. "I am a fast runner", while self- esteem is evaluative and opinionated e.g. "I feel

good about being a fast runner".

In sociology and psychology, self- esteem reflects a person's overall subjective emotional evaluation of his or her own worth. It is a judgement of oneself as well as an attitude toward the self. Self- esteem encompasses beliefs and emotions such as triumph, despair, pride and shame. It is based on our opinions and beliefs about ourselves, which can sometimes feel really difficult to change.

Smith and Mackie (2007) defined it as-"The self- concept is what we think about the self; self-esteem is the positive or negative evaluations of the self, as in how we feel about it."

Self-esteem is attractive as a social psychological construct because researchers have conceptualized it as an influential predictor of certain outcomes, such as academic achievement, happiness, satisfaction in marriage and relationships and criminal behaviour. Self –esteem can apply specifically to a particular dimension (for example, "I believe I am a good writer and feel happy about that") or a global extent (for e.g. "I believe I am a bad person, and feel bad about myself in general"). Psychologists usually regard self-esteem as an enduring personality characteristics ("trait" self-esteem), though normal, short- term variations ("state" self –esteem) also exist. Synonyms or near-synonyms of self –esteem include; self- worth, self- regard, self- respect and self- integrity.

Self–esteem refers to the extent to which we like accept or approve of ourselves or how much we value ourselves. Self-esteem always involves a degree of evaluation and we may have either a positive or negative view of ourselves. This can vary depending on the situation and what have been going on lately, and any feedback one have gotten recently from one's environment and people around. Self-esteem is how a person thinks and feels about their own qualities and characteristics. This is described as either high or low—that is, a person has either high self-esteem or low self-esteem. More specifically, a person who has *positive thoughts* about their qualities and characteristics would have ***high self-esteem***, whereas a person with negative thoughts about their qualities and characteristics would have ***low self-esteem***. Having higher level of self-esteem is important

because higher levels of self-esteem translate into improved mental health, and lower levels of self-esteem are related to mental health conditions such as depression leading to mental ill-health or deterioration of mental health.

Self-Esteem in Adolescents:

High self-esteem in adolescents involves helping them understand themselves. They should be enabled to understand their strengths and to value themselves the way they are regardless of weaknesses that they may have. They should be able to accept their physical appearance and socio-economic backgrounds. They should be helped to develop positive, optimistic attitudes. Developing self-esteem involves being able to successfully achieve social-emotional developments both in childhood and during adolescence. Self-esteem gives the adolescent the motivation and the ability to interact and socialize and gain more experience, which enables identity formation.

Factors contributing in attaining High Self-Esteem in adolescents:

- **Autonomy:** In adolescents, attaining self-esteem involves achieving autonomy, which can renegotiate relationships with parents during the adolescence period. The ability to renegotiate relationships is prompted by the natural changes that occur during puberty and the changes in their reasoning and thinking.
- **Decision Making**: They participate in decision-making processes and feel that they should now be treated as adults. They become responsible for the consequences of their actions and decisions
- **Independence and self- determination**: The parent enhances an adolescent's self-esteem development by promoting independence and self-determination in the adolescent. The parent helps the adolescent discover his or her interests and values. The adolescent develops a sense of oneself, and he or she can distinguish his or her own beliefs and attitude from that of the parents. The adolescent achieves self-governance (individuation)
- **Identity Formation**: Family characteristics help the adolescent develop identity. He or she explores options as the family provides emotional support. Self-esteem gives the adolescent the self-certainty

to try different roles and options, and, as a result, becomes able to resolve the identity crisis.

- **Level of reasoning and thinking:** The adolescent can socialize and search for more information to answer the questions that cause diffusion in his or her mind. Self-esteem makes them feel the need to be more responsible. They also gain self-confidence to involve in various tasks and to participate in decision making. These changes are influenced by the biological changes that occur at puberty.

Factors Influencing Low Self-Esteem in Adolescents:

- **Bodily Change**: Factors that influence self-esteem in adolescents include the changes that take place in their body images during puberty. They begin to compare themselves with those they see around them. This may, in turn, make them feel uncomfortable.
- **Media:** Adolescents' self-esteem is also affected by the media as they try to compare themselves with the images they see in the media.
- **Family Treatment**: The family may also affect an adolescent's self-esteem, depending on how the family members treat him or her. The social status of the family also influences the level of self-esteem in an adolescent. Comments from people who surround the adolescent, such as peers, also affect self-esteem in an adolescent.
- **Childhood Experience**: Self-esteem in the adolescent is also affected by the experiences encountered during childhood, and the adolescent inherited personality traits.



CHECK YOUR PROGRESS

Q 5: What is self-concept?

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Q 6: What are the three components of Self-concept as advocated by Carl Rogers?

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Q 7: Define Self-Esteem.

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14.7 INFLUENCE OF FAMILY AND PEERS IN THE PERSONALITY DEVELOPMENT

Personality development during adolescence is an important area of discussion in the field of psychology. Adolescents with a good personality can lead a happy and successful life in the later life. There are many factors responsible for development of a healthy and sound personality in adolescents such as family, school, peers, society etc. Among these, the family and peer play the most significant role in the personality development of the adolescents as they are most influenced by these two groups. The environment received in these two group are most crucial as adolescents reflects it through their behaviour and action.

Influence of family in their personality development

During the adolescence period, the adolescents want independence from their parents and yet they are dependent on them for their needs. They do not like to be told “Do this” and “Don’t do this”. Parents still want to control them while the adolescents want freedom and this leads to a tussle between the parents and adolescents. Here, the parents have to decide how much control they should exercise on their adolescent children, how much freedom is to be given , in which area they can let the adolescent have his/her say and in which they need to put their foot down. In short, the parents have to work out a congenial and workable disciplinary technique. Research studies have shown that following parenting styles influence in the personality development of the adolescents in the form of-

- Parents who make provisions for regular manual work and encourages the adolescents for physical exercise tend to achieve good physique which is the base for a good personality.
- Parents who give more freedom to the adolescent as he or she grows and at the same time take interest and responsibility for adolescent’s decisions; encourage the adolescent to become more independent

and responsible.

- Parents who are very strict and who play the role of an authority figure, i.e., who do not let the adolescent take any decision on her own, seriously hamper the adolescent's ability to be independent.
- On the other hand if parents are indifferent, i.e., who leave the adolescents with their problems and do not interact with them, have children who grow up with indifferent attitudes.
- Parents who encourage the adolescent to participate in family matters, value their opinion and take more interest in their activities, have children who are more confident.
- Parents who provide sound emotional support and security to the adolescents tend to develop a good mental health, free from frustration, tension and stress.

Thus, it proves that the parent-adolescent relationship should be based on mutual respect and love.

Influence of peers in personality development of adolescence.

Peer is a group of people who have similar interest, age, background, social status, serve as an important source of information to individual as they develop. They play the most important role in socializing an individual by reinforcing interpersonal behaviour or personality especially during adolescence. During adolescence, most often between the ages of 14 to 16, there is a gradual shift from parents to peer group. The changing family structure i.e., extended family (grandparents, parents and children) breaking and giving rise to nuclear family, makes the peer group very important. In today's modern time, where nuclear families are increasing day by day, the adolescents do not have anybody to talk about their problems. Working mother and father are unable to provide adequate time for their adolescent wards. As such, they tend to come under the influence of peers. They love to spend time with peers by learning to interact, developing age relevant skills and interests and sharing problems and feelings. The peer play the most important role in the personality development of the adolescents in the following way-

- Participation in the group games, debates, discussion on varied topics

help the adolescents to participate in social as well as moral values and initiate their social consciousness.

- Most of the adolescents accept problems of life in a negative way. They are afraid of facing difficult situations in life. Encouragement from the peers help them to see the life from a new perspective.
- Adolescent's life is a mixture of failure and success and he must build a power of resistance to face failure in life. Support received from the peers boost their resistance power.
- Sharing and discussing the emotional problems with the peers many time helps the adolescents to overcome these problems and find solutions to it.
- When adolescents come closer to each peers they are able to understand the interests and aspirations of each-other, which boost their belongings to each other and able to visualize the world from a new and broader perspective.
- Group culture nurtured among the adolescence through varied peer group activities, discussion broadens their imagination, thinking, and creative talents and enables them to build a new world for themselves.
- Being in the peer group and accepted by the members of the group helps to develop autonomy in the adolescence and they are encouraged to participate as well as take decision for themselves in terms of various social and individual aspects.
- Respect received from the peer group is influential in the development of self-reliance and confidence in the adolescents which is very much essential for a good and sound personality.

Thus, we can rightly say that sound and healthy environment and support provided by the family and adequate support and strength received from the peer group are aiding factor for a good personality development in adolescents. Besides these, the role of school and community are equally influential in this regard.



14.8 LET US SUM UP

After going through this unit, it can be summarized as-

- Adolescence is the transitional period from childhood to adulthood, it is the bridge between the two stages. The experience, learning an individual acquires during this stage effect his later life and his personality.
- Personality which is the product of overall development of an individual is influenced by both heredity and the environment.
- Personality Development is the process undertaken by a person to create a unique personality. It is the journey of building a highly influenced character by experiences encountered by the person.
- Personality development during adolescence is the result of continuous interaction of traits (heredity) and environment, culture and particular experiences. Many conditions in the adolescent's' life are responsible for moulding the personality pattern through their influence on the self-concept.
- The factors that influence in the personality development in adolescents are- Matured Age, Appearance, Sex- Appropriateness, Family Relationships, and Peers etc.
- Personality deviation can be defined as the deviation of a person's personality from the normal. It is the variation of personality from commonly established way.
- Causes of Personality Deviation includes- Physical Structure, Mental ability, Emotional climate etc.
- One's self-concept also called self- construction, self-identity, and self-perspective or self-structure which is a collection of beliefs about oneself that includes elements such as academic performance, gender roles, sexuality, and racial identity.
- Self- esteem reflects a person's overall subjective emotional evaluation of his or her own worth. It is a judgement of oneself as well as an

attitude toward the self.

- A person who has positive thoughts about their qualities and characteristics would have high self-esteem, whereas a person with negative thoughts about their qualities and characteristics would have low self-esteem.
- There are many factors responsible for development of a healthy and sound personality in adolescents such as family, school, peers, society etc. Among these, the family and peer play the most significant role in the personality development of the adolescents as they are most influenced by these two groups.



14.9 FURTHER READING

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14.10 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Personality as a whole means a combination of all characteristics and appearance of an individual that includes the pattern of thought, feelings, attitude, his behavior, communication ability and physical features.

Ans to Q No 2: Personality Development is the process undertaken by a person to create a unique personality. It is the journey of building a highly influenced character by experiences encountered by the person.

Ans to Q No 3: Some of the example of deviant behaviour among adolescents which are mostly consists of disapproved activities are-

- Retreat (avoid)
- Cheating
- Delinquent
- Drugs addict
- Dishonesty
- Day dreaming

Ans to Q No 4: Two causes of Personality Deviation are-

1. **Physical Structure**: The first set of traits which affect the individual himself as well as others in his physique such characteristics are his heights and weight, length of limbs, her colour, skin texture, features colouring, body proportion etc. (fatigue/ malnutrition and chronic disease). Failure to adjust with the physical structure may lead to personality deviation in adolescents or an individual.
2. **Mental ability**: The extent to which an individual is mentally alert is of potent influence in his adjustment to the environment. If the person is not mentally alert of his potential, he lacks adjustment, which leads to personality deviation.

Ans to Q No 5: One's self-concept also called self- construction, self-identity, and self- perspective or self-structure which is a collection of beliefs

about oneself that includes elements such as academic performance, gender roles, sexuality, and racial identity.

Ans to Q No 6: Carl Rogers (1959) believes that the self-concept has three different components-

A. The view you have of yourself (Self-image).

B. How much value you place on yourself (Self-esteem or Self-worth) and

C. What you wish you were really like (Ideal self).

Ans to Q No 7: Smith and Mackie (2007) defined it as-"The self- concept is what we think about the self; self-esteem is the positive or negative evaluations of the self, as in how we feel about it."



14.11 POSSIBLE QUESTIONS

A. Short Questions (Answer each questions in about 150 words)

Q 1: What is your perception about personality development?

Q 2: What is the importance of personality development during adolescence?

Q 3: Differentiate between self-concept and self-esteem.

Q 4: State the causes of low esteem in adolescents.

B. Long Questions (Answer each questions in about 300-500 words)

Q 1: What is meant by personality deviation? Discuss the causes responsible for personality deviation.

Q 2: Discuss the factors contributing towards the personality development of an adolescent.

Q 3: Discuss the factors that can contribute to the formation of high esteem in the adolescents.

Q 4: Explain the role of family in the personality development of the adolescents.

Q 5: Peer group plays the contributing role in adolescent's' personality formation.-Do you agree with this statement? If yes, justify.

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UNIT 15 : JUVENILE DELINQUENCY

UNIT STRUCTURE

15.1 Learning Objectives

15.2 Introduction

15.3 Concept of Delinquency

- 15.3.1 Definitions of Delinquency
- 15.3.2 Characteristics of Delinquents
- 15.3.3 Activities of Delinquents

15.4 Causes of Delinquency

15.5 Remedial Measures for Delinquency

15.6 Let Us Sum Up

15.7 Further Reading

15.8 Answers To Check Your Progress

15.9 Possible Questions

15.1 LEARNING OBJECTIVES

After going through this unit, you will be able to-

- explain the meaning and concept of delinquency
- identify the characteristics and activities of delinquents
- analyze the causes and treatment for Juvenile delinquency.

15.2 INTRODUCTION

In the present society we often find many crimes committed by teen-agers almost every day. These incidents are on increase due to negative role played by mass media especially T.V or Internet. The offence or crimes committed by these teenagers is termed as delinquency. Delinquency at present is a major social issue. It is a violating tendency of children towards accepted social rules and norms. In this unit, we are going to learn about the meaning of delinquency and how they act in the society and besides this how we can treat this problem by means of education.

15.3 MEANING OF JUVENILE DELINQUENCY

Delinquent children are those children which belong to the category of exceptional children and exhibit considerable deviation in terms of social adjustment. They are therefore law breaking and possess criminal tendencies whose attitude and behaviour are not acceptable by the society. They basically indulge in antisocial activities. In delinquents, the instinctive and biological urges appear to be over active whereas their conscience remains weak. As such they are easily prone to violence. A delinquent child derives the sense of compensation or revenge through his activities. Delinquency is, therefore, a revelation of the emotionally disturbed and troubled mind.

We can find this tendency of delinquent generally among the adolescent boys and girls. These adolescent boys and girls are of those categories who actually possess a sense of frustration in their personal and social life. The criminal act of their immature mind below the age of 18 years is known as ***Juvenile Delinquency.*** Their cases of criminality are judged separately in a court of law called Juvenile Court. In simple words, the term '***Juvenile Delinquent'*** or '***Young Delinquent'*** means a child or minor who deviates seriously from the norms of his culture or society and commits murder and robbery or other offences that are strictly age related.

From legal standpoint, delinquency consists of those behaviours that are prohibited by the family or juvenile code of the state and that subject minors (i.e., persons not legally adults) to the jurisdiction of the juvenile court. Behaviours prohibited by juvenile codes can be grouped into two categories: (1) behaviors that would be defined as criminal offenses if committed by adults (malicious destruction of property, larceny, robbery, motor vehicle theft, etc.), and (2) behaviors that are prohibited only for minors, which are called status offenses(school truancy, running away from home, incorrigibility, etc.).

The nature of their act of crime and offence are also quite significant. They indulge in activities like theft, robbery, assault, sex offences, narcotics, smoking, gambling, pick-pocketing etc. In school the nature of their violating

tendency finds expression through irregularity, inattention, indiscipline, disobedience, obstinacy, truancy and assault.

According to data released by the government for 2014, juveniles continue to constitute 1.2 per cent of the total cognizable crime rate in the country, a trend that has remained unchanged since 2012. In that year, a total of 33,526 cases (under IPC) were registered against minors, as against an overall total number of 28,51,563 cases registered in the country. When cases that were filed under Special Local Law were added to the IPC data, the total number of cases against juveniles shot up to 48,230. About 75 per cent of those accused in these cases were in the age group of 16-18 years. (Source for statistical data: *https://www.ojjdp.gov/ojstatbb/nr2014/downloads/NR2014.pdf)*

15.3.1 Definitions of Delinquency

- According to **Johnson and Szurek**, "Delinquency is actually a deficiency in the formation of superego. Delinquent child fails to internalize the primitive taboos and code of conduct set by the family and the society and works on either pleasure principle or he is guided by his ego. Delinquency is actually holes in the superego of man."
- **Bandura and Walters** are of the view that delinquency is the manifestation of frustrated needs of the child which lead him to behave aggressively.
- According to **New Meyer** a delinquent is a person under age who is guilty of anti-social act and whose misconduct is an infraction of the law.
- **Richard A Cloward** has defined delinquency in the following words, "Delinquent act is a behaviour that violates norms of the society and when officially known it evokes a judgement by agent of criminal justice that such norms have been violated.
- **Herbert Quay** in his book 'Juvenile Delinquency' has defined the concept in the following words, "Delinquent would be a person whose misbehaviour is relatively a serious legal offence

which is inappropriate to his level of development and is alien to the culture in which he has been reared."

- According to **C. Burt,** "A child is to be regarded as technically delinquent when his antisocial tendencies appear so grave that he becomes or ought to become the subject of official action."
- **Ohio code of the USA** defines the term in the following ways, "A Juvenile Delinquent is one who breaks the law, is a vagrant, persists in disobeying orders, whose behaviour endangers his own moral life as well as the moral life of others."
- Delinquency in the view of the Coleman (1981) refers to **"behaviour of youths under 18 years of age which is not acceptable to society and is generally regarded as calling for some kind of admonishment punishment or corrective actions".**

It is clear from the above definitions that unless a young man is brought to the court and his delinquency is not proved, he is not delinquent. As far as age for delinquency being a delinquent is concerned, it varies from country-to-country ranging from 16-20. According to Juvenile Justice (Care and Protection of Children) Act 2015 passed by Parliament of India which came into force from 15 January 2016, the age group for Juvenile Delinquents include from 16-18 so that juveniles in conflict with law and involved in Heinous Offences can be tried as adults.



LET US KNOW

Though delinquent activities are termed as crime or criminal activities, yet there is a difference between crime and delinquency. These are as follows:

- Difference in age: Both of them indulge in antisocial activities but a delinquent is one who is in the age group of 15-20 while a criminal is above this age level.

- Difference in activities: Many activities of delinquents do not require legal action such as cruelty, obstinacy etc. but activities of criminals always require legal action.



CHECK YOUR PROGRESS

Q 1: Who is Juvenile Delinquent?

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Q 2: Mention the age group of Juvenile Delinquents according to Juvenile Justice (Care and Protection of Children) Act 2015.

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Q 3: Define Delinquency.

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15.3.2 Characteristics of Delinquents

Some of the typical characteristics that may be observed in delinquent children may be presented below:

- The IQ for the delinquent children is below average in general.
- Almost all delinquent children does not prefer reading, writing and other school activities.
- Delinquent children are mostly weak in using their verbal and visual form of symbols.
- Socially, these children are undemocratic, destructive and possess a sense of violence from very early stage of life.
- They are emotionally mal-adjusted, feel frustrated, rejected, unloved and guilty.
- Delinquent children always suffer from the lack of sense of emotional security.
- Their personality traits appear to be suspicious, sadistic and revengeful.
- Their hobbies and leisure time activities seem to be very

unhealthy like smoking, drinking, drug related activities etc.

- They are by nature thoughtless, desperate and obstinate in their behaviour.
- Their id remains more powerful whereas super-ego or spiritual sense is very weak.

Besides the above mentioned characteristics we can also highlight some important characteristics of Juvenile Delinquents identified by **Sheldon and Gluecks.** They are as follows:

- ***Physical:*** Mesomorphic in constitution, muscular, energetic and bold.
- ***Temperamental:*** Restless, impulsive, extroverted, aggressive and destructive.
- ***Attitudinal:*** Hostile, defiant, resentful, suspicious, unconventional and non-submissive to authority.
- ***Psychological:*** Direct and concrete intellectual expression, less methodical in their approach to the problem, and disregard to elders.
- ***Socio-cultural:*** Lack of affection and stability and low moral standard of parents and elders.



LET US KNOW

Many psychologists hold the view that crime or delinquency is inherited from parents and ancestors. These are examples of some of the studies done by some eminent psychologists in this regard-

- Studies of family trees of **Kallikak and Edward** families have shown that crimes as well as intelligence are inherited from generation to generation.
- **Goring** established the facts that intelligence was more associated with criminal tendencies as compared to physical characteristics of the subject. Low intellectual ability of the person may be an important cause of delinquency.
- **Goddard** in his book, “Mental efficiency and levels of intelligence”

has stated that the greatest single cause of delinquency is mental weakness.

- **Smith** found that thief and murderer suffered from the disturbance of gland cells and central nervous system.

15.3.3 Activities of Delinquents

Types of delinquents' acts are many because of socio-economic and cultural variations. Some common delinquent acts are listed below:

- Delinquents always want to satisfy their immediate social and biological needs as a result they indulge in activities like stealing, sexual harassment and so on.
- Another activity found to be common among delinquents is the act of forgery. They may forge the signature of parents and teachers and indulge in illegal activities.
- They behave very aggressively. They show aggression against animate and inanimate objects of the environment.
- Sexual crimes are very commonly created by the delinquents.
- One of the extreme forms of delinquency is murder or robbery. They involved in these kinds of activities when they are irritated by others.
- Delinquents mostly become truants and escape from the place. Some such acts are truancy from the school, running from home, leaving the place immediately after committing crime.



CHECK YOUR PROGRESS

Q 4: Mention some activities of delinquents.

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Q 5: List out the characteristics of delinquents identified by Sheldon and Glueks.

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15.4 CAUSES OF DELINQUENCY

The mal-adjusted and defective growth of child's personality in the early years may result in delinquency. Cyril Burt who made an objective study of delinquency had observed that parental criminality is not dominating factor for children's crime. There are typical environmental situations that give incentive to criminal senses in mind. Inappropriate home, school and social environment are largely responsible for delinquency. The causes of and conditions for juvenile crime are usually found at each level of the social structure, including society as a whole, social institutions, social groups and organizations, and interpersonal relations. Juveniles' choice of delinquent careers and the consequent perpetuation of delinquency are fostered by a wide range of factors, the most important of which are described below.

- One of the vital causes of delinquency in children is lack of parental love.
- Lacks of discipline at home, lack of parental control, broken family are the contributory factors to delinquency.
- Another factor responsible for delinquency of children is lack of planned family system and also lack of family prestige.
- Unfavourable school environment may also lead to delinquency of children. Ineffective academic and theoretical nature of school programme, lack of co-curricular facility and the teacher insisting too much on educational activity may lead to such situation in school.
- Moreover, teachers' unfriendly and hostile attitude towards children may also worsen the situation to make delinquency in school.
- Due to poverty basically children are prone to be delinquent as their parents are unable to fulfill the legitimate needs of the children.
- Media is also one of the reasons behind growing delinquent activities. Adult crime, prostitution, drug trafficking, lack marketing etc shown in movies are responsible to create delinquents.
- At the present situation, educated unemployment, craze for earning easy money, black money and degradation of moral values are the

reasons for growth of delinquency.

- Absence of healthy recreational facilities may also lead to delinquency among children.
- Political unrest, communal violence, social injustice, misuse of power are some of the adverse effect of our society which causes delinquency.

Thus, these are some of the causes of delinquency, but delinquency is the result of cumulative factors of social problems.

15.5 REMEDIAL MEASURES FOR DELINQUENCY

While treating a juvenile delinquent, the welfare of the child is given foremost importance. The purpose should not to punish the delinquent, but to correct his criminal tendencies and to make him a productive citizen of the country. The Children's Act of 1960 passed by our parliament seeks to provide for the care, protection, maintenance, welfare training, trial and rehabilitation of delinquents and neglected children.

The home is the natural environment of any child, and all efforts should be made to help him to continue in the home as far as possible. When a delinquent child is taken under custody, he is brought to remand home. His parents/ guardians are contacted, and he is discharged with a warning. He is kept in the institution only when he is a destitute. A juvenile offender's case is tried in a juvenile court which is not a regular court, but an informal place of trial set up occasionally to decide about such cases. The entire procedure is very informal and only those people are allowed to be present in the juvenile court who are directly associated with the child. If the child needs institutionalization, he is sent to special correctional institutions like reformatories, certified schools. In all these institutions, the child is provided with proper lodging, boarding, facilities for education and vocational training, recreation and moral training. The problem of juvenile delinquency can be controlled or remedied by creating better social institutions and healthy environment in our society. Better homes, better economic conditions, better education, recreation and better political situation can go a long way in this connection. Thus, in regard to this we can highlight some preventative measures which may be effective to handle the problem

of delinquency among children. These are as follows:

- **Congenial home environment:** A favourable and suitable home environment should be created so they the children feel emotionally secure and can gain trust and confidence of the family members. Parents should develop positive attitude towards their children.
- **Child's Company:** Every child should be given maximum company by their parents at home. Parents and even school authorities should keep a close watch on the activities and social environment in which they are being reared so that they do not fall into the bad company in their mere future.
- **Teach Social rules and norms:** It is the duty of the parents as well as teachers to teach or to train children to be loyal, faithful and to abide by the rules and norms of the society.
- **Proper school environment:** Teacher in school should be sympathetic and appreciative of the students' problems. A teacher should be competent enough to guide the children appropriately.
- **Flexibility of school curriculum:** Children should not be burdened with heavy educational work in school. Their interest should be directed to co-curricular activities.
- **Inclusion of Special Courses:** Provision should be made for sex education and moral education besides the regular course of study. Moreover, provision should be made for Vocationalisation of Secondary Education should be emphasized so that children can engage themselves in fruitful activities.
- **Healthy Recreational Facilities:** Provision should be made for organization of healthy recreational facilities in home and school. Besides, government should also take special initiative in this regard. Steps should be taken to train children in good taste and aptitude.
- **Scope for employability:** Enough employment and self-employment avenues for children should be created by the government. A sense of work-culture should be developed in society.
- **Effective legalization:** Effective legalization should be undertaken by the government to stop delinquent tendency of a certain section of

people in society such as gambling, drinking, black marketing etc.

- **Removal of socio-economic and political problems:** Political leaders, administrators and the social workers should come forward to solve socio-economic and political problems of the society which often lead to delinquency tendency among children.
- **Establishment of special schools:** Inorder to rectify the behaviour of delinquents, they are admitted in special schools meant for them. They are taught special curriculum by special teachers and they are evaluated in special manners also.

Besides, the above mentioned preventive measures, ***The Children's Young Person's Act of Britain*** has also suggest some curative measures with some modifications for India for removal of Juvenile Delinquency in India. These are as follows:

- Establishment of special Juvenile courts with trained magistrates to deal with Juvenile Delinquents.
- Appointment of trained social workers or probation officers for taking charge of delinquent cases.
- Taking the help of clinical psychologists and psychiatrists for understanding the delinquent behaviour of children.
- Establishment of special schools where special education, correction and rehabilitation is possible.
- Provision of keeping the children in the custody of responsible persons or social agencies.
- Establishment of remand homes where delinquent children may be lodged while awaiting trial or placement in an approved school or in the custody of a responsible person, or if so directed by a probation officer prior to employment or on discharge from an approved school.

It has been observed that at present children and their problems are receiving attention from government as well as members of our society. But still it has been found that these problems are seems to be never ending which results in the degradation of moral values and rise of conflict and crimes in society. The social, economic and other factors which have been the root causes of Juvenile Delinquency need to be dealt with at the very

initial stage. Every society must, therefore, devote full attention to ensure that children are properly cared for and brought up in a proper atmosphere, where they could receive adequate training, education and guidance in order that they may be able to have their rightful place in the society when they grow up.



ACTIVITY-15.1

Narrate an incident you have come across in your life which you feel is an activity of a delinquent.



15.6 LET US SUM UP

- Delinquent children are those children which belong to the category of exceptional children and exhibit considerable deviation in terms of social adjustment. They are therefore law breaking and possess criminal tendencies whose attitude and behaviour are not acceptable by the society.
- The criminal act of their immature mind below the age of 18 years is known as ***Juvenile Delinquency.***
- In simple words, the term '***Juvenile Delinquent'*** or '***Young Delinquent'*** means a child or minor who deviates seriously from the norms of his culture or society and commits murder and robbery or other offences that are strictly age related.
- The nature of the act of crime and offence of delinquents are also quite significant. They indulge in activities like theft, robbery, assault, sex offences, narcotics, smoking, gambling, pick-pocketing etc. In school the nature of their violating tendency finds expression through irregularity, inattention, indiscipline, disobedience, obstinacy, truancy and assault.
- Some of the important causes of delinquency are broken families, poverty, lack of discipline, lack of recreational facilities, lack of moral

code, lack of discipline in school, ineffective curriculum etc.

- Some of the preventive measures for delinquency are- congenial home and school environment, providing maximum time to child, training on social rules and norms, flexibility of school curriculum, inclusion of special courses, establishment of special schools, effective legalization, scope for employment etc.



15.7 FURTHER READING

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2) Mangal, S.K (2008): Advanced Educational Psychology, PHI Learning Private Limited, New Delhi.
3) Chauhan, S.S (2007): Advanced Educational Psychology, Vikas Publishing House.



15.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: '***Juvenile Delinquent'*** or '***Young Delinquent'*** means a child or minor who deviates seriously from the norms of his culture or society and commits murder and robbery or other offences that are strictly age related.

Ans to Q No 2: According to Juvenile Justice (Care and Protection of Children) Act 2015 passed by Parliament of India which came into force from 15 January 2016, the age group for Juvenile Delinquents include from 16-18.

Ans to Q No 3: Ohio code of the USA defines the term in the following ways, "A Juvenile Delinquent is one who breaks the law, is a vagrant, persists in disobeying orders, whose behaviour endangers his own

moral life as well as the moral life of others."

Ans to Q No 4: Delinquents indulge in activities like theft, robbery, assault, sex offences, narcotics, smoking, gambling, pick-pocketing etc. In school the nature of their violating tendency finds expression through irregularity, inattention, indiscipline, disobedience, obstinacy, truancy and assault.

Ans to Q No 5: Some important characteristics of Juvenile Delinquents identified by **Sheldon and Gluecks** are as follows:

- ***Physical:*** Mesomorphic in constitution, muscular, energetic and bold.
- ***Temperamental:*** Restless, impulsive, extroverted, aggressive and destructive.
- ***Attitudinal:*** Hostile, defiant, resentful, suspicious, unconventional and non-submissive to authority.
- ***Psychological:*** Direct and concrete intellectual expression, less methodical in their approach to the problem, and disregard to elders.
- ***Socio-cultural:*** Lack of affection and stability and low moral standard of parents and elders.



15.9 POSSIBLE QUESTIONS

A) Short Questions (Answer within 150 words)

Q 1: Write a short note on Juvenile Delinquency.

Q 2: How you can identify delinquents?

Q 3: Mention the characteristics of Juvenile Delinquents.

B) Long Questions (Answer within 300-500 words)

Q 1: Discuss in brief the activities of delinquents.

Q 2: Elaborate the main causes of delinquency. Discuss its preventive and curative measures.

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