UNIT 14 : PERSONALITY DEVELOPMENT DURING ADOLESCENCE

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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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