

THEORETICAL FOUNDATIONS

[illegible]

1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099	2100	2101	2102	2103	2104	2105	2106	2107	2108	2109	2110	2111	2112	2113	2114	2115	2116	2117	2118	2119	2120	2121	2122	2123	2124	2125	2126	2127	2128	2129	2130	2131	2132	2133	2134	2135	2136	2137	2138	2139	2140	2141	2142	2143	2144	2145	2146	2147	2148	2149	2150	2151	2152	2153	2154	2155	2156	2157	2158	2159	2160	2161	2162	2163	2164	2165	2166	2167	2168	2169	2170	2171	2172	2173	2174	2175	2176	2177	2178	2179	2180	2181	2182	2183	2184	2185	2186	2187	2188	2189	2190	2191	2192	2193	2194	2195	2196	2197	2198	2199	2200	2201	2202	2203	2204	2205	2206	2207	2208	2209	2210	2211	2212	2213	2214	2215	2216	2217	2218	2219	2220	2221	2222	2223	2224	2225	2226	2227	2228	2229	2230	2231	2232	2233	2234	2235	2236	2237	2238	2239	2240	2241	2242	2243	2244	2245	2246	2247	2248	2249	2250	2251	2252	2253	2254	2255	2256	2257	2258	2259	2260	2261	2262	2263	2264	2265	2266	2267	2268	2269	2270	2271	2272	2273	2274	2275	2276	2277	2278	2279	2280	2281	2282	2283	2284	2285	2286	2287	2288	2289	2290	2291	2292	2293	2294	2295	2296	2297	2298	2299	2300	2301	2302	2303	2304	2305	2306	2307	2308	2309	2310	2311	2312	2313	2314	2315	2316	2317	2318	2319	2320	2321	2322	2323	2324	2325	2326	2327	2328	2329	2330	2331	2332	2333	2334	2335	2336	2337	2338	2339	2340	2341	2342	2343	2344	2345	2346	2347	2348	2349	2350	2351	2352	2353	2354	2355	2356	2357	2358	2359	2360	2361	2362	2363	2364	2365	2366	2367	2368	2369	2370	2371	2372	2373	2374	2375	2376	2377	2378	2379	2380	2381	2382	2383	2384	2385	2386	2387	2388	2389	2390	2391	2392	2393	2394	2395	2396	2397	2398	2399	2400	2401	2402	2403	2404	2405	2406	2407	2408	2409	2410	2411	2412	2413	2414	2415	2416	2417	2418	2419	2420	2421	2422	2423	2424	2425	2426	2427	2428	2429	2430	2431	2432	2433	2434	2435	2436	2437	2438	2439	2440	2441	2442	2443
------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------

- 2.1 Introduction
- 2.2. Historical Perspective
- 2.3. Theories of Adolescence
- 2.4. Views of G.Stanley Hall
- 2.5. Views of Cultural Anthropologists
- 2.6. Summary

Year	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099
1990	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036	2037	2038	2039	2040	2041	2042	2043	2044	2045	2046	2047	2048	2049	2050	2051	2052	2053	2054	2055	2056	2057	2058	2059	2060	2061	2062	2063	2064	2065	2066	2067	2068	2069	2070	2071	2072	2073	2074	2075	2076	2077	2078	2079	2080	2081	2082	2083	2084	2085	2086	2087	2088	2089	2090	2091	2092	2093	2094	2095	2096	2097	2098	2099

This chapter on theoretical foundations has been written mainly with a view to presenting the problems of adolescent boys and girls in a historical perspective. The major part of this chapter is devoted to the question whether the problems of adolescent boys and girls are outcomes of the nature of adolescence itself or of the civilization in which they live and grow. The remaining part is devoted to the presentation and discussion on some of the important theoretical issues. The discussion on the development of adolescents in different cultures and the various theories of adolescence would provide background data for the meaningful interpretations and evaluation of results of the present investigation.

Before a more detailed study of the characteristics of adolescents is undertaken, a brief note on social customs

and rituals observed by various groups and societies while training adolescents to take on adult roles would prove to be of value. Even among primitive people the transition from childhood to adulthood was considered to begin during puberty which is the period of sexual maturation. The maturing young boys and girls were made to experience the formal and rigid pattern of public ceremonies performed by their elders. The fitness of the young person for assuming adult responsibility and privileges was measured by subjecting him to the public ceremonies which covered several tests, forms of which varied from culture to culture. The boy was tested for physical prowess and endurance, courage, ability to tolerate pain in ways which were quite severe. Failure to pass any of the preliminary tests of endurance resulted in excluding the boy from participation in the activities of his peers who had attained the adult status.

The initiation rites associated with the assumption of adult status were much less severe for the sexually maturing girl than for the boy in primitive society. Girls were trained by their mothers for the assumption of adult roles by testing them for the duties and responsibilities of a wife and mother. She was encouraged to behave in ways so as to attract the attention of young tribesmen. She was also

expected to do away with childish interests with the advent of puberty and display mature attitudes, greater emotional control and patterns of behaviour characteristics of adults. With the beginning of puberty, girls were restricted in their behaviour. They were prohibited from associating with members of the opposite sex. Boys enjoyed a relatively greater freedom in sexual matters. In some of the early primitive societies as well as in later cultural groups pre-marital sex-stimulated behaviour was condoned among males while it was strongly disapproved in case of females.

The most characteristic feature of the primitive societies in respect of training young persons was that the period of preparation for adult status was relatively short. There was a sudden change from childhood dependence to adult self-direction and social responsibility. The range of activities was of course restricted to the accepted convention. After a thorough acquaintance with the physical environment they were required to secure food and other life necessities for themselves and their family. Recreational outlets were limited to participation in or watching of physical feats of skills, games, dancing and similar other activities. Girls were encouraged to appreciate the female role of child bearing and rearing, housekeeping, and submissiveness. Their work was relatively simple and followed

a traditional pattern of performance.

The needs and desires of the average young person were easily satisfied. The opportunities for the utilization of youthful energy as well as satisfying the need for adventure were found in hunting, engaging in warfare and performing feats of physical skill. In spite of taboos concerning sex, the attitudes towards sex were more accepting.

This picture of adolescents may lead one to believe that all primitive people were free from difficulties which are now found among many adolescents in other cultures. It should be noted here that no society is free from problems and difficulties but the nature of problems and the ways in which they are resolved differ very widely from society to society. For example, the young boy in primitive society was free to mate and start his own home on production of an evidence of the home for the girl of his own choice. Among some primitive groups, class distinction and taboo limitations especially those that reflect cultural attitudes towards heterosexual relations were bases for many conflicts that were as serious as those which are experienced by modern young people.

2.2. Historical Perspective

In an ancient historical culture, there was little change in attitudes of adults towards the transition period from childhood to adulthood. In an early historic culture,

however, the general trend was towards increasing the length of the period of adolescence from the limit of one month to many months. The second shift in the outlook towards adolescents was in the direction of developing new criteria for the attainment of adult status. The significance of cultural influences was gradually realized in training young men and women for assuming adult roles and status. Spartan¹ boys for example, were expected to become strong physically in order to fight successfully war for their country. The young boys in this culture were, therefore, subjected to rigorous training in order to make them brave and loyal to their country. Girls were expected to be physically strong and bear strong healthy sons. They were trained in order to prove themselves worthy mates of their husbands.

In Athens² there was a slight change in the way children and adolescents were treated. This change was brought about by the fact that parents had some freedom for making decision concerning the education of their sons. Although self-control and good discipline were much more emphasised in this cultural group, the youngsters did enjoy themselves in free play. Young girls were trained by the older women so as to make them proficient in weaving, spinning, sewing, embroidering, music and in other household arts. Similarly, boys were trained

so as to make them efficient in literature and music. Boys used to receive their education either at home or in school depending upon the financial status of the family. It is thus quite evident that the atmosphere was much more permissive in Athens than in Soarta. Roman³ culture witnessed a tremendous change around 300 B.C. due to the influence of Greek culture. In this culture the development of civic virtue, courage, justice and duty were much more emphasised during the training of adolescents. The mother was responsible for preparing her daughter for becoming a good wife, mother and housekeeper. The father was largely responsible for training his son so that he might perform his duties of a man successfully. However, such training was restricted to a small segment of the population. During the later years of Roman supremacy, the influence of ideals of Hebraic and Christian cultures exercised a great deal of influences upon the general citizenry.

Man's life is biologically divided into various stages like infancy, childhood, adolescence, adulthood, maturity and senility by modern scientists. Ancient Indian law givers have also divided life into four principal stages by considering duties and responsibilities of man. These four stages are Bramhacharya or the period of training, Grahasthasrama or the period of work, Vanaprasthasrama or the period of

loosening of the social bonds, and Samnyāsa or the period of renunciation^{4,5,6}. The first of these periods covers a period of approximately twelve years. The eighth year marks the beginning of this period in the case of Brahmans, the eleventh year in the case of Kshatriyas and the twelfth in the case of Vaisayas. This period is particularly important in evolving desirable characteristics in pupils which develop in the spiritual atmosphere pervading the hermitages of the gurus. This stage normally lasts for a period of twelve years and for twenty four or twenty six years in the case of those who like to receive higher education. The whole atmosphere of the Asramas was so conditioned as to inculcate desirable traits and remove the undesirable ones. The development of moral virtues was too much emphasised during training. The smooth transition from adolescence to adulthood could be explained in terms of such training. Girls were not subjected to such training. They were trained by their parents to be good house-wives. Moral training was so much emphasized that nobody thought of violating the norms of the society. Boys of less privileged classes were trained by their fathers so that they can help their fathers in their jobs.

During middle ages schooling for all children was not an accepted custom. The young boy was expected to develop those behaviour characteristics which were considered to be

knightly. Some of these qualities were courage, chastity, loyalty to God, loyalty to country and loyalty to his fair lady. The adolescent girl was expected to be an attractive, tender and submissive mate to her spouse.

Children of lower social classes in the beginning of the modern culture were not subjected to any preparation or training for adult responsibility. As was the case in an earlier culture, only privileged youth enjoyed the benefits of higher education. The place of the child and of the adolescent in a social setting was tremendously influenced by the industrial revolution which brought about significant changes in the entire functioning of the family as a unit. The provision of life necessity was taken out of the house, thus influencing the closeness of co-operative effort within the family unit. This resulted in significant changes in adult attitude towards children and adolescents.

In the beginning of the eighteenth century, some schooling had been made available for children of all social classes. However, these educational opportunities were subsidized and controlled by the church. No attention was paid during this time to the developmental needs of children and adolescents. The existing situation took a turn in the nineteenth century which witnessed a considerable amount of disagreement among political leaders, religious leaders,

educators and physiocrats who were concerned with growth and developmental needs of children and adolescents. This disagreement centered around the purpose to be served by the extent of education that should be made available to children and adolescents. The experimental contributions of physiocrats, biologists and sociologists of the late nineteenth and early twentieth centuries gradually led to the development of a new attitude towards the maturing adolescents. These new attitudes were characterized by a greater appreciation of individual differences among young people and more intelligent understanding of problems of adjustment that arise in their struggle to achieve adult status. As a result of this shift, adolescents today enjoy more freedom for action and decision making during their maturing years.

The present culture is so complex that it does not permit any individual to live a simple life. The differences that are observed in various social groups reflect the complexities of the present cultural developments and their impact on the life of individuals. The present perplexities of adolescents are due to the significant increase in the developmental tasks which are to be accomplished. Consequently, there are too many stress-arousing situations in the modern civilization which make the task of developing extremely difficult.

2.3. Theories of Adolescence

Adolescence has been regarded as a crucial phase of growth and development by almost all societies, past and present, sophisticated or primitive, whose chief concern was with keeping the vitality of youth within control. However, recognition of individual and social problems specific to adolescence appear to be of relatively recent origin. A brief survey of the development of this recognition is, therefore, quite relevant. The recognition by Egyptians, Jews, Greeks, and Romans of the significance of preparing young men and women so as to enable them to assume their appropriate adult functions carried memories of the rituals of primitive initiation ceremonies. This early recognition of the importance of adolescence had a profound effect on later writers who had very little to say beyond an emphasis on the discreteness of different periods of development. It was also assumed by these writers that the transition to adult status took place at some point during development at which judicious admonition could be directed by a parent to a child or by a teacher to a pupil.

The belief concerning the existence of distinct stages of development was held by many thinkers. These stages follow maturing of emotions and are terminated by the growth of intellect. The aristotelian belief concerning the existence

of distinct stages of human development was also reflected in the writing of Vives⁷ who mentioned that the course of learning is from the senses to the imagination and from that to the mind. Comenius⁸ in the next century advocated the division of schooling into four/six yearly periods, emphasizing the following sequence of development: first senses, then memory and imagination, next the understanding and the judgement and finally the will.

This idea was further elaborated by Rousseau⁹ who emphasized that " each age and condition of life has a perfection and maturity of its own ". Besides this emphasis on distinctness of the stages of development, Rousseau also made a suggestion concerning the relationship between the individual's growth and what he considered to be the history of the race. The child from birth to the age of two was considered to be in a state of diffuse feelings and largely unaware of himself. The second stage falling between the years from two to twelve was characterized by domination of the senses, lack of abilities to reason, moral consideration and physical necessities. The third period lasting from twelve to fifteen was regarded as the period of preadolescence. This phase of development is characterized by self-sufficiency, feeling of increased strength, appearance of intellect and ability to direct and regulate activities towards certain

goals. The fourth period known as the period of adolescence extends from fifteen to about twentyfive. It was observed that there is a strong awakening of sex interests during this period. It is this period which marks the beginning of social life. These theoretical formulations had a profound influence upon educational philosophy in many countries of the world. The modern educational philosophy emphasising the need suited to different age groups echoes the earlier formulations by Rousseau and other contemporary philosophers.

These earlier formulations need to be considered from the point of view of their source and methodology of research followed in arriving at such formulations. Rousseau was never a devoted teacher of child development. However, like Kent, Pestalozzi and Seguin¹⁰ he could profoundly influence the educational practice through his writing. Particularly, the hypothesis concerning the relation between an individual's growth and racial history not only attracted the attention of his successors, but it also influenced G. Stanley Hall who initiated the child study movement in America in the beginning of the present century. It should be noted here that most of these earlier formulations concerning adolescence were not based on sound scientific observations.

2.4. Views of G. Stanley Hall

The psychology of adolescence emerged as a field of study in modern psychology as a result of the work of G. Stanley Hall¹¹ who assembled monumental mass of data on adolescence. He was very much impressed by the doctrine of evolution which he tried to apply to the developing social sciences in order to bring scientific precision but he could rarely achieve the application. The mental realm of children was explored by analyzing self-expression revealed through essays written by a large number of children and by directed interviews. He also administered a questionnaire in order to study children's minds through reminiscences which were set down by adults. His zeal for a systematic study of adolescence is revealed in his attempt to bring the findings of nineteenth century studies in physiology, anthropology and experimental psychology to bear upon the investigation which he undertook.

He actually stands midway between fictional generalizations of the nineteenth century and observations based on sound experimental research of the present time. The research findings which he reported, though not very sound from the point of view of present educational advancement in research methodology, did much to establish the study of child behaviour on scientific lines.

The voluminous data that he gathered from various sources served to establish the boundary between behaviour characteristic of adolescence and behaviour that precedes it in childhood. He has presented a very vivid and graphic description of the period of childhood, emphasising the various characteristics which are not yet fully developed. Adolescence was considered to be a period in which new birth occurred in personality development of the individual. This sudden change in personality was believed to be due to marked changes which according to Hall resulted from sexual maturing. These changes are so rapid and pronounced that they have a widespread effect on the entire functioning of the individual. This period of adolescence has been regarded as a period of ' storm and stress ' in which the individual becomes artistic, emotionally unstable and highly unpredictable. Some of the early followers of Hall explained the idea that the period of adolescence was a period of life characterized by abnormality of behaviour which was believed to be natural to that period.

Along with the emphasis on the distinctness of the periods of development and on adolescence characterized by stress and storm, Stanley Hall made a very comprehensive survey of the research findings of the later part of the nineteenth century. He utilized these findings to explain

adolescent development in relation to social life, religion, education, crime and sexual maturing. His writings have had profound influence on some of the current publications on youth and educational requirements.

The chief weaknesses of Hall's theory of adolescence are to be found in its failure to consider the effects of social relationships, in its failure to interpret adequately those cases which deviate from the average of a group. Increased scientific knowledge has shown that what was once considered to be abnormalities of adolescence are now merely normal phenomena which are present in almost every adolescent boy and girl. The emphasis on the distinctness of the period of development clearly ignores the continuity of human development. Hall has considered the period of adolescence to be of storm and stress which are biologically determined. This observation is not supported in view of the fact that the disturbances are not found in all adolescents and that there is no close correspondence between physiological changes on the one hand and adjustment difficulties on the other. Researchers have noticed that emotional tensions persist long after sexual maturing has been completed.¹²

It has also been observed that social and economic pressures are largely responsible for difficulties experienced by adolescents. These facts have been demonstrated in some of

the recent studies on primitive people in ancient civilizations where maturing followed childhood with only a short time interval during which sexual maturing took place. Each year as scientific research brings to light new data regarding adolescents, there is increasing justification for rejecting the old beliefs which until recently were widely accepted. Interpreting adolescence within the framework of the doctrine of evolution, Hall made judgment which is not acceptable to many modern psychologists.

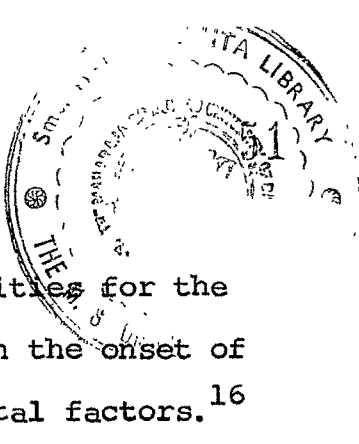
The process of growing up has undoubtedly been accompanied by considerable amount of stress in many parts of the world. The observation of difficulties of adjustment has led many investigators to study the nature of adolescence and the requirements of the youth. In some societies where there is relatively greater freedom from strain, there is a notable absence of observable conflict. Adolescence is undoubtedly a period in which rapid physical changes occur. The individual at this period becomes able to pass from the exploration of his environment to actual experimentation with realities of adult life. It is, however, supported that this development needs to be described in terms of anything so speculative as a recapitulation of the evolution of the race. Moreover, human history is not quite so simple as was formerly thought of and does not fall into the clearly defined classes

postulated by the theorists. The life of the group which was described as savage has been now found to be more complex than was thought by the philosophers of the eighteenth or the nineteenth century. Lastly, human development is both more continuous, more complex, and more highly differentiated than the psychologists of the past and the current writers would lead one to believe.

2.5. Views of Cultural Anthropologists

Hall's concept of adolescence though limited in its application, carried within it the roots of two new sources of insight which were responsible for the modification of the concept of adolescence. The monumental work of anthropologists which was referred to by Hall in the second volume of *Adolescence*¹³ brought about a great change in the attitudes held by adults toward adolescence. The other great influence was from depth psychology. The discovery that social expectations about adolescence vary from culture to culture and that adolescents mirror these expectations in the attitudes they adopt, was made by social anthropologists as a result of their study of adolescents in primitive societies.

The work of Ruth Benedict¹⁴, Margaret Mead¹⁵ and others have marked effects on the age-old attitude toward adolescence in Western societies. It was recognized that social factors are largely responsible for adolescent behaviour. There is no doubt



that the environment offers unlimited possibilities for the modification of an individual's behaviour. Even the onset of puberty appears to be influenced by environmental factors.¹⁶ The work of social anthropologists created an appearance of bewildering flexibility which went far to preclude any theory of adolescence from having more than local validity. The Samoan adolescent girls as described by Margaret Mead¹⁷ did not experience any disturbances during adolescence while girls of their own age among the Manus of New Guinea¹⁸ were prepared into a rigorously disciplined adulthood. Margaret Mead's studies of Arapesh, Mundugumor, and the Tchambuli cast a serious doubt on sex differences in temperament.^{19, 20, 21} Dr. Leta Stetter Hollingworth²² whose standard work, "The Psychology of the Adolescent", published in 1930 revealed in her introduction that the methods of study on social conditions have been so modified within the twentyfive years just passed to be that any reference to Hall's work would seem of historic value rather than of practical value.

The theoretical formulations of Freud^{23, 24}, Adler²⁵, and Jung²⁶ though differing in certain respects, have emphasized that adolescence is a second chance to restore personality distortions resulting from unpleasant experiences of the first few important years of life. Adolescence as described by Freudians is the influence of adulthood in which the individual is not only faced by the challenge of adult sexuality but also by reappearance of emotional disturbances which were left

unresolved during earlier years of infancy. If conditions are favourable, the conflicts and emotional strains that are experienced during adolescence, might be resolved to gain stability of emotional life.

The Adlerians approached adolescence from a different view point. According to this approach, every individual tries to overcome his feelings of inferiority and to attain his worth. It is during such strivings that the individual develops his own style of life. This style of life may be directed towards reality, co-operative relationship with others, and achievement, or it may be directed towards retreat into pretence, domination and show. The adolescent boy is tempted to retreat from challenge due to the presence of an acute sense of uncertainty and inferiority or he may compensate for such feelings by his active striving. Usually the increased social awareness takes him towards responsibility, co-operative relationship and useful achievement. His experiences during adolescence will largely determine the directions of his development. Jung has primarily emphasised the development of personal identity during adolescence. The individual's unique experiences and relationships are responsible for the development of feelings and attitudes which interact with age-old images and crude impulses within the psyche. This inner

world is more readily apprehended during adolescence.

These thumbnail sketches do far less than justice to depth psychology as a source of insight into adolescence. Its chief contribution has been to bring out the significance of the complex relationship between the young individual and the socio-cultural matrix in which the individual grows. During adolescence, according to depth psychologists the inner world of personality is in intense movement and very sensitive to outside influences. Depth psychology has pointed out this dynamism of adolescence which in actual practice is disregarded.

There are some other important trends of psychology which have influenced the current thinking about adolescence. The fact of individual differences which has been established by a great body of research warns against setting up any specific descriptions of a child at a particular age. The corollary to this recognition of variability has been the working out of patterns of behavioural attainment for certain ages. Arnold Gesell²⁷ and his co-workers have tried to show the apparent absurdity of looking for the standard child of any age. They have done this by presenting broad patterns of behaviour and attainment characteristics of certain ages. There is a great deal of overlap from year to year which makes it clear that the various phases will follow in sequence during adolescence. It would, however, be erroneous to link

a particular phase with a particular age. We are not quite sure that all phases will appear and that they will appear in a usual order. The work on variability leads to the conclusion that we can reasonably infer the trends towards development. It would be unwise to expect a child to be or not to be any particular kind of person at any particular time.

Kurt Lewin²⁸ and his co-workers have made a useful contribution by presenting a very vivid diagrammatical presentation of the social forces at work during adolescence. The adolescent boy is viewed by Lewin as one who is driven out from childish activities due to his increased age and status. Both the child and the adult have a clearly defined region of operation but the adolescent is highly unaware of his roles and status. This according to Lewin is a source of conflict which is indexed by sensitivity, sense of isolation, ostentation and aggressiveness on the part of adolescents. Lewin did not add anything more than what was known about adolescence but his method of mapping individual social field did sensitize students of adolescence.

Moreover, Lewin tried to create an impression that an individual is nothing more than the residuum of the forces operating on him. This emphasis was ^foffset by Gordon Allport²⁹ who introduced the concept of functional autonomy, the

capacity of individuals to wield their interests, attitudes and motives into enduring systems of personal life. According to him a person creates his individual uniqueness in the process of becoming himself. The understanding of adolescent development was much more facilitated by the work of Moreno³⁰ and his co-workers. Moreno in his sociometric studies revealed the fact that children and adolescents are living in a network of interpersonal relationships which promote or inhibit personal development.

Following the theoretical vigour of the thirties came a long period of waiting for the synthesis of the work which was done previously. In 1948 Fleming³¹ published a book entitled " Adolescence: Its Social Psychology". In his work he brought into relevance for adolescent psychology, findings from the fields of anthropology, physiology, medicine, psychometrics and sociometry. The materials relevant for adolescent psychology was so vast that the need for some new basis of synthesis was strongly felt. It was during this time that the concept of developmental task emerged. Havighurst³² in ' Human Development and Education' defined developmental task as a task which arises at or about a certain period in the

life of an individual. The successful achievement of the developmental task leads to happiness and success with later tasks.

Another concept which has added so much to our understanding of adolescence is the concept of mental health. The assumption underlying this concept is that, of all the possible reactions that are made to situations, to environment and to people, some result in personal happiness while others are negative and unhealthy. Havighurst³³ in his definition of the concept of developmental task emphasised that tasks arise to test an individual at each stage of growth and the successful accomplishment of the appropriate task assures a proper state of preparation for the next stage of development. Havighurst has listed ten developmental tasks which are faced by adolescents. Other authors have also suggested similar tasks. Kuhlén³⁴ in " The Psychology of Adolescent Development ", has mentioned only four areas : sex-social adjustments, ideological adjustment, vocational adjustment and adjustment for achievement of freedom from parents. Other lists could be mentioned but it is the concept of developmental tasks which is of value rather than any particular list.

It is by now clear that adolescents live in a very complex society and strive to adjust to the demands of the society. The present day societies are changing so rapidly that the adult expectations of adolescent behaviour is bound to change. These changes in adult expectations will make it even harder for the adolescents to know what society expects of them. As one author puts it: Society today speaks to adolescents with many and often discordant voices³⁵. We have, therefore, to be constantly on the alert to keep abreast of adolescents. Many important principles regarding adolescent development have been available from past researches but there is a strong need for supplementing these principles by repeatedly probing deeper into the life of adolescents. This attitude has resulted in some of the current publications about adolescence.

A study entitled " Eighty Thousand Adolescents "³⁶ appeared in 1950 in which a comprehensive survey of adolescent life has been made in the Midlands of England. In 1954, Pearl Jephcott³⁷ published his book " Some Young People " in which adolescent life has been explored in three contrasting areas. Another important survey was published in 1957 by the Australian Council for Educational Research³⁸ describing the way of life of adolescents in Sydney. In his book

" Adolescent Society " which was published in 1961, James Coleman³⁹ made a thorough research to explore and analyse the social systems of ten high schools of varied communities. The problem of group membership of adolescents aged 14 to 16 was studied on an extensive basis by the Survey Research Center, Institute for Social Researches, University of Michigan, Ann Arbor, Michigan⁴⁰. Similar survey was made for boys aged 11 through 13 by the Survey Research Center, of the University of Michigan⁴¹. The first study was published in 1955 and the second study was published in 1960. The problems of adolescent girls were also studied by the Survey Research Center of the University of Michigan and the work was published in 1957.⁴² The research into the current problems of adolescent girls was carried out by James Hemming⁴³ and reported in " Problems of Adolescent girls " which was published in 1960. The book intended to provide for parents, teachers and others concerned with adolescents, a useful additional view point regarding the nature of adolescent life in present day society. Much of the conflict that arises between adolescents and their parents is the result of the parental attempt to bear to their children the attitudes and principles which were applied to them by their parents. In place of such rigidity it is very necessary to be aware of what adolescence is like for each generation and adolescents as it comes along. The present

investigation is an attempt in that direction.

2.6. Summary

One of the important questions that arises in connection with problems faced by adolescents is : Are the problems of adolescent boys and girls the result of the nature of adolescence itself or the result of the influence of the culture in which they live and grow ? This question could be answered only when the procedures and practices followed in training adolescents are examined in various cultures. Among primitive people the fitness of the young person for taking up adult responsibility was measured by exposing him to certain public ceremonies which covered several tests. During pre-historical period, the length of the transition period was increased and new criteria were adopted for measuring fitness for taking up adult responsibility. In the beginning of eighteenth century, schooling had been made available to all social classes, yet no attention was given to the developmental needs of children and adolescents. There was a considerable amount of change in the attitudes of adults towards adolescents in the nineteenth century. These attitudes were characterized by the recognition of individual differences and an increased understanding of problems faced by adolescents. The differences that are observed in various social groups reflect the complexities of the present cultural developments and their impact on the life of individuals.

The first systematic study on adolescents was carried out by Stanley Hall. According to him adolescence is a period of storm and stress which are produced by biological changes. The chief weakness of this approach is to be found in its failure to consider social influences, in its failure to take account of individual differences and in its failure to explain cases deviating from the norms of the group. The monumental work of anthropologists brought out the impact of sociocultural factors on adolescent behaviour. Depth psychologists tried to explain adolescent behaviour by saying that the inner life of adolescents is in intense movement and more sensitive to outside influences. Arnold Gesell and his followers pointed out the absurdity of looking for a standard child for a particular age. Kurt Lewin and his associates emphasised the role of environmental factors that operate during adolescence. Gordon Allport emphasised the capacity of individuals to wield their interests, motives and attitudes into enduring systems of personal life. Attempts were also made to synthesize the findings reported in other disciplines. Havighurst's idea of the concept of developmental tasks stimulated a great deal of research on adolescent behaviour. After a thorough review of research work done in India, the need for the study on adolescent behaviour was strongly felt. This study aims at

gathering as much information as possible regarding behaviour, interests, group life, development of the self and interpersonal relationship of adolescent boys and girls in Baroda District.

REFERENCES

1. Crow, L.D. and Crow A., Adolescence during the Middle Ages and Early Modern Times. Readings in Child and Adolescent Psychology. New York: David McKay Co., Inc., 1961, pp.60-64.
2. Ibid.
3. Ibid.
4. Mitra, V., Education in Ancient India. New Delhi: Arya Book Depot, 1964.
5. Raja C.K., Some Aspects of Education in Ancient India. Madras: The Adyar Library Series No.73, 1950.
6. Apte, D.G., Our Educational Heritage, Baroda: Acharya Book Depot, 1961.
7. Boyd, W. The History of Western Education. London: A and C. Block, Ltd., 1921.
8. Ibid.
9. Ibid.
10. Fleming, C.M. Adolescence: Its Social Psychology: With and Introduction to Recent Findings from the Fields of Anthropology, Physiology, Medicine, Psychometrics and Sociometry. London: Routledge and Kegan Paul Ltd., 1948, pp.33-42.

11. Hall, G.S. Adolescence. Vol. I and II, Its Psychology and Its Relation to Physiology, Anthropology, Sociology, Sex, Crime, Religion and Education. New York: D.Appleton and Co., 1904.
12. Hollingworth, L.S. The Psychology of the Adolescent. New York: Appleton-Century-Crofts, 1930.
13. Hall, G.S., Op.Cit.
14. Benedict, R.Patterns of Culture. London: George Routledge and Sons, Ltd., 1935.
15. Mead, M. Sex and Temperament in Three Primitive Societies. London: George Routledge and Sons Ltd., 1935.
16. Franzblau, R.N. Race Differences in Mental and Physical Traits. Archives Psychology, No.177, 1935.
17. Mead, M. Coming of Age in Samoa, London: Penguin Books Ltd., 1943.
18. Mead, M. Growing up in New Guinea. London: Penguin Books Ltd., 1942.
19. Mead, M. The Primitive Child in Murchison, C.(ed.) A Handbook of Child Psychology, Worcester: Massachussetts Clark University Press, 1933.
20. Mead, M. From the South Seas. Studies of Adolescence and Sex in Primitive Societies. New York: William Morrow and Co., 1939.
21. Young K. A Handbook of Social Psychology. London: Kegan Paul, Trench, Trubner & Co., 1946.
22. Hollingworth, L.S., Op.Cit.
23. Freud S. New Introductory Lectures on Psycho-Analysis. London: The Hogarth Press, 1933.
24. Freud S. The Psycho-Pathology of Everyday Life.(1901) Translated into English, London:Penguin Books, 1914.

25. Adler A. and Botteme, P. Apostle of Freedom. London: Faber and Faber Ltd., 1939.
26. Jung, C.G. Collected Papers on Analytical Psychology. C.E. Wong (ed.) London: Balliere, 1922.
27. Arnold, G., Frances L.I. and Louise, B.A. Youth: The Years from 10 to 16. New York: Harper and Bros., 1956.
28. Lewin, K. Field Theory and Experiment in Social Psychology: Concepts and Methods, American Journal of Sociology, 44, May 1939, pp.868-896.
29. Allport, G.W. Personality, A Psychological Interpretation. New York: Henry Holt, 1937.
30. Moreno, J.L., Jennings, H.H. and Stocklon, R. Sociometry in the Classroom Sociometry, No.6, Nov. 1943, pp.425-428.
31. Fleming, C.M., Op.Cit.
32. Havighurst, R.G. Human Development and Education. New York: Longmans Green, 1953.
33. Ibid.
34. Kuhlen, R.G. The Psychology of Adolescent Development, New York: Harper and Row, 1951.
35. Wall, W.D. The Adolescent Child, London: Methuen, 1952.
36. Reed, B. Eighty Thousand Adolescents - A Study of Young People in the City of Birmingham by the Staff and Students of Westhill Training College for the Edward Cadbury Charitable Trust., London, 1950. George Allen and Unwin Ltd.
37. Jephcott, P. Some Young People, New York: George Allen and Unwin Ltd., 1954.

38. Australian Council for Educational Research, Growing up in an Australian City, 1957.
 39. Coleman, J.S. The Adolescent Society. The Social Life of the Teenager and Its Impact in Education. New York; The Free Press of Glencoe, 1961.
 40. Withey S.B. and Douvan E. A Study of Adolescent Boys. A Report of a National Survey of Boys in the 14 to 16 Years Age Range. Survey Research Centre, Institute for Social Research, University of Michigan, Ann Arbor, Michigan, 1955.
 41. Withey, S.B. A Study of Boys becoming Adolescents. A Report of a National Survey of Boys in the 11 to 13 Years Age Range. Survey Research Center, Institute for Social Research, University of Michigan, Ann Arbor, Michigan, 1960.
 42. Douvan, E. and Kaye, C. Adolescent Girls. A Nationwide Study of Girls between 11 and 18 years of Age. Survey Research Center, University of Michigan, Ann Arbor, Michigan, 1957.
 43. Hemming, J. Problems of Adolescent Girls. London: William Heinemann Ltd., 1960.
-