

**Institute of Distance and Open Learning
Gauhati University**

**MA in Education
Semester II**

**Paper 204 (B)
DEVELOPMENTAL PSYCHOLOGY**



Contents:

- Unit 1 : Growth and Development**
- Unit 2 : Infancy and Childhood**
- Unit 3 : Children and their Parents**
- Unit 4 : Physiological Growth**
- Unit 5 : Personality development during Adolescence**

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SYLLABUS

204 (B): Developmental Psychology

- Unit 1 : Growth and Development:** Concept, Prenatal Development, The New Born Child, Actions and Reactions of the Neonate.
- Unit 2 : (a) Infancy:** Developmental Aspects, Emotional, Motor, Sensory, Early Needs and Habit Formation,
(b) Childhood: Language Development in Children, Development of Concepts, Speech Development.
- Unit 3 : Children and their Parents:** Individual differences in response to parental acceptance and rejection, children of broken homes, children of working mothers.
- Unit 4 : Physiological Growth:** Mental Development, Moral Development, Social Development during Adolescence, Influence of Family and Peers in their Social Relationships.
- Unit 5 : Personality Development during Adolescence:** Self Concept, Self Esteem, Personality Deviation, Adjustment Problems and Juvenile Delinquency.

Reference & suggested Readings :

1. Hurlock : *Developmental Psychology*
2. Thompson : *Child Psychology*
3. Gayatree Goswamee : *Child Development and Child Care*

UNIT : 1
GROWTH AND DEVELOPMENT

Content :

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Meaning of Growth and Development
 - 1.3.1 Relationship between Growth and Development
 - 1.3.2 Principles of Growth and Development
 - 1.3.3 Dimensions of Development
 - 1.3.4 Factors influencing Growth and Development
- 1.4 Pre-Natal Development
 - 1.4.1 Factors affecting Pre-Natal Development
- 1.5 The New Born Child
- 1.6 Actions and Reactions of the Neonate
- 1.7 Summing Up
- 1.8 Reference and Suggested Readings

1.1: Introduction:

We are human beings. Being human beings, we should be the same, but as you notice that we are classified into some categories-like children, young men or women, adult people and the old ones. Each category has its own significance and unique nature in terms of abilities, work and so many psycho-physical activities. The work that can be done by a young boy cannot be performed by a child or by an old man and vice-versa. Can a baby turn into a young boy just a few years after his birth? The answer to this question is obviously –"No". Change is natural as you all know it. Changes in the psycho-physical area of human being cannot be brought artificially. It must follow a natural process changes in human beings are brought by the natural process of growth and development. As students of education, it is essential for you to get acquainted with the knowledge of some key concepts of developmental psychology, which is a branch of general psychology. Growth and development are the key terms in developmental psychology. Let's discuss –

1.2: Objectives:

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

- *know* the meaning of growth and development
- *know* about different principles of growth and development
- *know* about different dimensions of development.
- *get* informed with the primary stages of human development
- *explore* the pre-natal stage of human development
- *identify* the factors affecting pre-natal stage of human development
- *know* the different actions and reactions of new born.

1.3: Meaning of Growth and Development

It has been already mentioned that growth and development are the two important concepts in the study of human development. The two terms- growth and development one often used interchangeably, because, both are interrelated and interdependent on each other. , i.e., no growth is possible without development and vice versa as far as an individual is concerned. Yet, in reality, they are different. Growth and development go side by side. Both have significant contribution in the development of personality of the individual. From the time of conception itself, the process of growth and development continues in an individual.

Meaning of Growth:

Growth is an indicator of increase in bodily dimensions such as height and weight and it is generally confined to quantitative changes. Thus, it is a quantitative aspect. It is related to the measurement of changes that occur in an individual after conception in the mother's womb. That means, the increasing of an organ or limbs of the body in size and weight is growth. It is an act or process by which the body reaches its point of complete physical development. The concept of growth is referred to describe the physical changes that take place in particular aspects of body. The significant characteristic of growth is that, after a certain age, growth ceases. It does not continue throughout life, it stops with the attainment of maturity.

Definitions:

In the words of Crow and Crow, growth refers to the structural and psychological changes and development.

According to Hurlock, "Growth is change in size, in proportion, disappearance of old features and acquisition of new ones".

Arnold Gessell defines "Growth is a function of the organism rather than of the environment as such. The environment furnishes the foil and the milieu for the manifestation of development but these manifestations come from inner compulsion and are primarily organized by inherent inner mechanics and by an intrinsic physiology of development. The very plasticity of growth requires that there should be limiting and regulatory mechanisms. Growth is a process so intricate and so sensitive that there must be powerful stabilizing factors, intrinsic rather than extrinsic which preserve the balance of the total pattern and direction of the growth trend. Maturation is in a sense a name for his regulatory mechanism."

STOP TO CONSIDER

It is related to the measurement of changes that occurred in the individual after conception in the mother's womb. That means, the increasing of an organ or limbs of the body in size and weight is growth.

Characteristics: -

Some of the characteristics of growth will help you to grasp the idea about growth more clearly.

- Growth is related to quantitative change brought about in the body of an individual.
- Whatever changes take place in an individual is the result of heredity and environment both. Growth is related to hereditary or inherent factors while development is related to environmental or extrinsic factors.
- The process of growth starts from within the individual and does not come out till the end.
- Growth is external in nature.
- Growth has some limiting and regulatory mechanism.
- Growth is an intricate and sensitive process. So these must be

some powerful stabilizing factors to control it. These factors are present within the body of the organism. These factors not only bring about balance in the total pattern but also give direction of the growth trend.

- The mechanism that regulates the process of growth is called maturation.
- The process of growth actually works as a base for the process of development. No development is possible without growth.
- Food and nutrition will affect both growth and development. If proper food is not available, genetic determinant will not be able to grow the body organs to the required level.

SELFASKING QUESTIONS

Q.1: What is the significant characteristic of Growth?

Meaning of Development:

It is emerging and expanding of capacities of the individual to provide greater facility in functioning. This development is achieved through the process of growth. Development refers to interaction of a person with his environmental surroundings whose after products is to increase — the strength, the degree of differentiation and the organization of personality.

It is a pattern of progressive, orderly and predictable changes in an individual since conception and continuous throughout life. It is a continuous process that takes place in an organism from womb to tomb.

Developments refer to those effects upon the person's cognitive and emotional systems which strengthen one or more abilities of the person in the desired manner. Thus, development is the qualitative changes in the organism. Environment has very important role to play in the process of development. Indeed, it is influenced by the interplay of biological, cognitive and socio-emotional processes.

Definition:

According to J.E Anderson, "Development is concerned with growth as well as those changes in behaviour which results from environmental situation".

According to Hurlock, "Development is a progressive series of changes that occurs in an orderly predictable pattern as a result of maturation and experience".

In the word of Brekenridge.et.al, Development is the emerging and expanding of capacities of the individual to provide progressively greater facility in functioning. The child increases in motor skills from his uncertain first steps to a high proficiency in skilled games at adolescence; from physiological instability to stability, from his first babbling in infancy to manipulation of language in abstract thinking; from confusion of self to inanimate objects to a clear realization of himself as a person; from the immature child to the man and women who is able to reproduce"

The summary of the definition given by Brekenridge.et.al e is that development is a process which enables individual to expand and enlarge his/her abilities and potentialities.

STOP TO CONSIDER

Development is the qualitative changes in the organism. It is a pattern of progressive, orderly and predictable changes in an individual since conception and continues throughout life

Characteristics of Development:

The characteristics of development will help you to clarify the concept about development.

- Development implies both qualitative and quantitative changes in behaviour.
- It is a progressive and orderly series of changes in organisms.
- It is a continuous process that takes place in each individual.
- It refers to expanding capacities of individuals.
- For development, growth is required up to a certain age.
- It is a product of maturation and learning. Development comes mainly from maturation.
- It happens as a result of child's interaction with the environment. The different environmental influences children experience effect the pattern of their development.

SELFASKING QUESTIONS

Q.2. What is development as defined by Hurlock?

1.3.1: Relationship between Growth and Development

From the above discussion, you have come to know that growth and development are interrelated concepts and two integral parts of organisms. Most of the developmental psychologists used these terms interchangeably because growth and development are interrelated and interdependent. The two processes go side by side. Therefore, the relationship between growth and development are intimate. Let's find out the relationship between the two-

- Development is a matter of fact that is achieved through growth.
- Growth and development are inseparable as neither of them takes place alone.
- For development, growth is required up to a certain period or age like e.g., for development of reasoning, child's central nervous system(brain) must grow, for development of language in a child, his/her vocal cords must grow and so on.
- Growth is essential to enable the individuals to bear the strain caused by development.

STOP TO CONSIDER

- The relationship between growth and development are intimate. Development is a matter of fact that is achieved through growth. Growth and development are inseparable as neither take place alone.

Thus, you can find that growth and development are interrelated but they are not the same. There are some areas where the two can be differentiates. What are they?

Get your answer from the following-

Differences between Growth and Development

Growth	Development
1. Growth is indicative of increase in bodily dimension in size and weight.	1. Development is the overall changes in the organism.
2. Growth refers to quantitative changes in behaviour.	2. Development refers to both quantitative and qualitative changes in behaviour.

Growth	Development
3. Growth has duration. It ceases with the attainment of maturity.	3. Development is a continuous process. It doesn't stop at any particular stage.
4. Growth is observable like size of the body. It is concrete concept.	4. Development is not observable. It is abstract. It can be realized and felt.
5. Growth can directly be measured in terms of unit like inches, Kg etc.	5. Development cannot be measured directly. It is relative.
6. Growth is external.	6. Development is both external and internal.
7. The scope of growth is narrow as it takes place in an individual till a certain period.	7. Development is a never ending process as such its scope is very wide.
8. Growth is influenced by heredity and environment. Learning is not a condition for growth.	8. Besides heredity and environment, learning and maturation are condition for development.

STOP TO CONSIDER

Though growth and development are interrelated but they are not the same. Growth is quantitative but development is both quantitative as well as qualitative.

SELF ASKING QUESTIONS

Q.3: How growth is differentiated from development?

1.3.2: Principles of Development:

Till now, we have discussed the growth and development and the relationship that exists between the two. Besides this, it is important for you to know the principles of development which will help to know how development takes place in individual. These principles are the rules followed by the process of development which lead to the formation of personality in an individual. Let's discuss the principles-

Development is a Product of interaction:- Development is a Process which is the result of constant interchange of energy within the organism and his environment. Thus hereditary forces interact with environment forces and the process of development goes further.

Development follows an orderly sequence :- The rate of growth and development is different in different individuals depending upon a number of factors but it does follow an orderly sequence in all the individuals.

Development follows certain direction :- Development in individual takes place with certain directions. There are some directional trends followed by development-

- a) **Cephalo-caudal:** Development starts from head and proceed towards heel. This implies that an inborn baby's (foetus) head is well developed before the development his lower part like legs and after birth, head develops in advance of the lower parts of the body.
- b) **Proximodigital:** Development according to this direction starts from the centre line of the body to the outer part. For e.g, a baby is able to reach a toy through the use of shoulders and elbows before using the fingers.
- c) **Locomotion:** Development occurs in all infants in a sequence. The sequence is creeping, crawling and walking. That means a child first creep and crawl before walking and jumping.

Development is a Continuous Process :- Development is a continuous process which begins from the time of conception in the womb of the mother and continues till death. But this process is not always smooth on gradual. Ups and downs are most of the time seen in every stage of development.

Development goes from bilateral to unilateral trend :- Infants up to the age of 25 years use both of their hands with equal ease. Then they learn to use any of their hands preferably. Similarly, in the beginning of cycle learning we use both the hands to control it but when we become fully experts in cycle learning we can control the cycle single handedly. Thus, development is a process of specialization also.

Inter -relationship of different aspects of development :- Different aspects of development are interdependent and interrelated. For example, child's social behaviour is interrelated with his physical development. If child is physically handicapped, his emotional development may also be slow with aggressive development in some emotions. Similarly, if social development of an individual is poor, his mental or physical development will also be slow.

Development is individualized process: - All individuals develop in their own way depending on their genetic characteristics and the training received from the environment. Thus, each child has his own rate of physical, social, mental or emotional development.

Development is Positive and negative both: -Up to a certain period of human's life all the faculties of the individual develop but after that retardation starts specially after the age of 70. Physical and emotional retardation are seen during this age with zero social development. Mental development still continues but it too ultimately starts diminishing with the increase in age. Death is nothing but the collapse of all these processes of development.

Development is Cumulative: - Development is a cumulative process. Certain changes impress the observer and it looks as these changes are sudden but actually they are not sudden. They are the cumulative effort of all the changes in the individual.

Development proceed from general to specific: - In all types of development we find the principle of mass differentiation and integration. At the time of birth, the world is like big blooming confusion for the child. Then by and by his behaviour are refined and become goal directed response.

Rate of development differs with sex: - There is slight difference in the process of development between boys and girls. Girls mature earlier than boys at least emotionally. Girls are taller and heavier than boys in pre adolescence period but by the end of this period boys surpass them.

STOP TO CONSIDER

There are some principles of development. These principles are the rules followed by the process of development which leads to the formation of personality in an individual. The fundamental principles of Development are-principle of individualized process, principle of directional trends, principle of continuity, principle of interrelationship among different aspects of development etc.

1.3.3: Dimensions of Growth and Development-

As we have discussed that development is a wider concept. It is a never ending process. It includes both internal and external changes in behaviour. This gives you an idea about the dimensions of development. Let's know the fundamental dimensions of development-

1. Physical Development-

It refers to strengthening of body and muscles with better proficiency and coordination of motor organs. If a person is able to do heavy

work with ease, if he is able to do the task in less time, if he is able to do the task with accuracy and if he is able to do the task with neatness and beauty, then it is said that physical growth and development of the person is satisfactory.

2. Social Development-

It refers to improvement and refinement of behaviour of an individual in social situations. If a person is stable in his behaviour even in adverse situations, if the behaviour of the person is fully acceptable to the society and if he is able to influence the society by his behaviour, then it is said that the social growth and development of the person is satisfactory.

3. Emotional Development-

It refers to the accuracy of responses that an individual will exhibit under the influence of his emotions. These exhibited responses will be real as well. For example, if anger is not exhibited at the abuse given by any other person, it means that emotional development is not satisfactory. Expressing sorrow at losses but not so much sorrow as it is beyond control is emotional maturity. If a person gets angry at his insults but he fully controls his anger according to the situation, then it is said that his emotional development is satisfactory. Same is the case with other emotions also.

4. Intellectual Development-

It refers to the ability to draw out conclusions from jumbled information's and to apply the inferences to real life situations in order to make the life happy and meaningful. If a person normally does what he is expected to do, if he is able to mould the situation in his own favor, if he is able to manipulate the situation against the other and if he is not backward in any way in mental operations, then it is said that his mental growth and development is satisfactory.

5. Language Development-

Language is means of expressing, thinking and action. If we have not been given this power, we would not have been able to interact with others and our social existence was not possible. Language may be verbal and non-verbal both. Human beings use both types of languages at a time to inform others about his thinking and behaviour

and to be informed about their thinking and behaviour. Thus, Language development refers to the ability of a person to convince the people what he thinks right.

STOP TO CONSIDER

The important dimensions of development are-physical development, social development emotional development, intellectual development and language development. Physical development refers to strengthening of body and muscles with better proficiency and coordination of motor organs. Social development refers to improvement and refinement of behaviour of an individual in social situations. Emotional development refers to emotional maturity. Intellectual development refers to acquisition of abilities requiring complex mental actions. Language development refers to the language proficiency.

1.3.4: Factors affecting growth and development-

The ongoing discussion has helped you to realize the significance of growth and development as integral part of human life. Growth and development are natural and universal process but there are many factors that affect the process and dimensions of growth and development .Some of them affect mental or social growth and development and some factors affect all of them. Important factors are given below-

1. Proper Diet-

There is direct relationship between nutrition and physical growth. If diet is not taken according to the physical activities, physical growth will be retarded which will in turn affect the social, mental and emotional growth and development also.

2. Exercise-

Physical exercise on regular basis will also improve physical growth and development. If a person is slow in his physical activities, his health might be worsened. The more an organ of the body is used, the more it will become strong.

3. Sanitation and Hvgiene-

A disease free body is likely to grow more freely. This is possible only when the people one following the norms of hygiene and live in

good sanitary conditions. It will save the person from communicable diseases.

4. **Genetic Factors-**

Genes play very important role in the process of growth and development. Nobody can surpass his genetic characteristics. If a person belongs to a race which is genetically short in height he cannot increase his height by taking nutritious food and doing exercises.

5. **Recognition in the Society-**

If the individuality of a person is recognized in the society and he is given full freedom to grow his potential, his physical as well as social growth and development will be maximum. An unnecessary restriction imposed on a person hampers the process of growth and development.

6. **Sociability-**

Social relations also affect growth and development of a person. If a person is discarded by the society and people are biased against him, he will get less chance of socialization. As a result, his social horizon will be limited which will reduce his social learning. This will deteriorate the social growth and development. In that case the person will get less chance of exposure in the society. It will reduce his physical development also. As far as language development is concerned, sociability is a must.

7. **Training-**

Growth and Development is science in itself. If proper training on scientific lines is given to the individual, he is likely to grow and develop by leaps and bounds. Physical and health education serves this purpose.

8. **Games and Sports-**

Games and sports are necessary for all types of growth and development. They release pent up feeling of the person on one hand and give more chance of physical activities on the other. They are an important source of recreation as well. All these things are very conducive to physical, social and emotional growth and development.

9. Protection-

A person must feel secure in the society only then his growth and development will be natural and spontaneous. If an individual is living in a surcharged atmosphere and his life and property is always in danger, he will develop negative thinking. Negative attitude towards life and society is an enemy of growth and development in general.

10. Manipulation of the environment-

If a person is given full enhance to manipulate the environment, his thinking will expand. It will have a positive bearing on his mental and emotional development.

11. Free exchange of ideas -

Language development takes place only when a person is exposed in the society. In such an environment free exchange of ideas takes place .It increase word power of a person.

12. Self Contentment-

Human desires have no ends. If first desire of the wants is satisfied, another desire replaces the first, thus man always becomes slave of desires. It creates a tension in the mind of man. On the other, if a man is fully contended with what he has, he becomes tension free. It can improve his process of growth and development to a great extent.

SELFASKING QUESTIONS

Q.4. What are the factors that affect human growth and development?

1.4: Pre-Natal Development

Before going to discuss about pre-natal development, you must understand the life span in terms of period. Life of an individual is a product of growth and development. It is a universal process. According to the norms of growth and development, the life span of an individual is divided into some developmental periods. The periods are—

Developmental Periods	Duration
1. Pre-Natal period	This period ranges from the time of conception to birth
2. Neo-Natal Period a) Period of Partunate b) Period of Neonate	This period ranges from the time of birth to 14 Days (0-14) a) Birth to 15-30 Minutes after birth, till the cutting of umbilical cord b) From the time of cutting the umbilical cord to 14 days.
3. Babyhood	This period ranges from two weeks to two years (2 weeks to 2 Years)
4. Childhood a) Early childhood b) Late Childhood	This period ranges from two years to Twelve or thirteen years (2- 12/13 years) a) 2 to 6 years b) 6 to 12/13 years.
5. Adolescence	This period ranges from twelve years to eighteen years (12/13-18 Years)
6. Adulthood	This period ranges from eighteen years to sixty year (18- 60 years)
7. Old Age	From 60 years onward

The psychologists vary in terms of their opinion regarding the duration of adolescence and old age. Yet these are the approved and widely accepted developmental duration of human life.

STOP TO CONSIDER

The Human development/span is classified by seven (7) fundamental stages – 1. Pre-Natal (Conception to Birth) 2. Neo-Natal (0-14 days) Partunate (0-15 minutes) Neonate (15 minutes to 14 days) 3. Babyhood (14 days-2 years) 4. Childhood (2-12/13 years) Early childhood (2-6 years) Late childhood (6-12/13 years) 5. Adolescence (12/13-18 years) 6. Adulthood (18-60 years) 7. Old Age (60 onwards)

All the stages are significant and have their own developmental significance. The proceeding unit will deal with the major periods like babyhood, childhood and adolescence. In this unit, we will discuss the most crucial period of human life as well as development pre-natal and neo-natal period of development.

Pre-Natal period (conception to Birth):

This period is most precious as well as crucial. This is the period before

the birth of an organism. This period starts with the moment of conception. The conception is a process of fertilization of an ovum (women reproductive cell) by spermatozoon (male reproductive cell) caused by intercourse between the two sexes. Unitization of the two cells results in formation of a new cell. The new cell is called "**Zygote**". There are many biological factors that impact on the process of conception-like the **genes** (they help the conceived organism to carry hereditary characteristics like traits of father or mother or grandfather or mother), **chromosome** (They determine whether the conceived organism will be male or female). The zygote divides and sub divides itself until thousand of cells have been produced. The duration pre-natal period is approximately 280 days or nine calendar months. It is orderly and predictable period of human life.

SELFASKING QUESTIONS

Q. 5. What is zygote? What are the two factors influencing zygote?

Pre-Natal Development:

This is the most significant period of human life from the developmental perspectives. A single cell turns into a human organism within this period. From an expanding ball, it first takes the shape of head, eyes, trunk, arms and legs respectively. Within approximately nine month, it becomes ready to come out of the womb. Developmental psychologists had divided the pre-Natal period into three sub stages. The three sub stages and development occurring in these three stages will help you to understand pre-Natal period more clearly. It is important to note that there are individual differences in terms of development in this period and environmental factors influence a lot. Let's discuss-

1. Period of Ovum (From the conception to the end of the second week)
2. Period of Embryo (From end of the second week to the second lunar month)
3. Period of Fetus (From the end of second month till birth)

1. Period of Ovum:

This is first stage of pre-natal period. The period is very sensitive. This is also known as implantation period. During this period the size of the zygote remains the same. This period is marked by **the journey of the fertilized ovum or zygote to the uterus through the Fallopian tube**. Within the

time of this journey, the uterus also completes its preparations to receive the zygote. The size is about that of a pinhead by it reaches its destination.

When the zygote finds its room in the uterine wall to lodge it shoots out feelers which push their way through the blood vessels in the wall. That means the zygote is attached by a blood vessels in the wall. This creates source of nourishment for the zygote. 10 days after fertilization, implantation occurs, i.e the zygote is attached to the uterus. Since implantation, zygote becomes a parasite throughout the pre-natal period as it has to rely on mother for living.

STOP TO CONSIDER

Developmental psychologists had divided the pre-Natal period into three sub stages—

1. Period of Ovum (From the conception to the end of the second week)
2. Period of Embryo (From end of the second week to the second lunar month)
3. Period of Fetus (From the end of second month till birth)

Characteristics:

- It is a period of two weeks.
- It is a time for the fertilized ovum to take journey to uterus through Fallopean tube and get attached to uterus.
- During the first half of the period, the zygote is free, moving, but as soon as it get attached to wall, it becomes parasite for the whole pre-natal period.
- About 10 days are needed for implantation.
- During this period the zygote starts getting outside nourishment through the blood vessels attached to wall.

SELFASKING QUESTIONS

Q.6. What are the developmental characteristics of period of ovum?

1. Period of Embryo:

Rapid development takes place in this six week period. Within this period from a zygote, a mass of cells the embryo turns to a miniature individual.

Developmental Characteristics:

- From a zygote, the embryo takes the shape of a miniature individual.
- The important accessory like placenta, umbilical cord and amniotic sac are developed.
- The embryo is able to take breath and nutrition through these accessories.
- All the essential external and internal features of body are established like hand, legs, heart etc.
- Development takes place from head region to lower part (cephalo-caudal Direction)
- Mostly development of the upper part takes place in this period
- Sex organ of the embryo are developed in this period.

SELF ASKING QUESTIONS

Q 7. What is the most significant characteristics of period of embryo?

1. Period of Fetus:

This is again the important stage of development of pre-natal period. It is the longest stage of pre-natal period.

Developmental Characteristics:

- The fetus turns into an active passenger in the mother's womb.
- The fetus starts kicking and turning between third and fourth month.
- Course hair like eyebrow and eyelashes begins to grow at five month.
- During this period fine hair grows on the head.
- A kind of woolly hair (Lanugo) grows all over body to cover the body but at birth and soon after birth it disappears.
- Respiratory system develops adequately after five or six months.
- During seventh and eighth, fetal growth slows down and about a week before birth baby stops growing.
- Before birth the baby reaches an average weight and height of 7 pound and 20 inches approximately.

STOP TO CONSIDER

- Period of fetus is the longest stage of pre-natal period. During this period, the fetus turns into an active passenger in the mother's womb. It starts kicking and turning between third and fourth month and coarse hair like eyebrow and eyelashes begins to grow at five month. Respiratory system develops adequately after five or six months.

1.4.1: Factors affecting Pre-Natal Development

From the above discussion it is clear to you that pre-natal period is of great importance in respect to the developmental characteristics. Growth and development are universal and natural process. Sound and smooth development inside the uterus predicts a healthy and well developed human being. The life of an individual is very much influenced by the time before his/her birth. But besides the hereditary factors there are some other factors that may affect the period and hamper in the development of the unborn baby. Let's identify the key factors-

1. **Nutrition of the mother:** The unborn gets nourishment that comes from the maternal bloodstream through placenta. Therefore, the nutrition taken by the mother has great significance on the development of the baby. Balanced diet filled with protein, vitamins minerals, zinc etc are a must. On the other hand malnutrition leads to hamper child's development.
2. **Emotional State of the Mother:** The attitude of the mother has a great impact on the unborn child. Anxiety, depression, over stress of the mother during the pregnancy especially during the early part causes hyperactivity which again leads the mother's adrenal gland to release increased hormone hydrocortisone. Such hormonal discharge causes harm to child's physical and mental development. This may also cause problems like-mental retardation, physical impairment, difficult labour during delivery or premature birth.
3. **RH (Rhesus) Factors:** Genetic incompatibility between the mother and fetus in terms of their blood may lead to biochemical incompatibility. Moreover, incompatibility between maternal and paternal blood types may cause danger to the cell of the fetus.
4. **Age of the mother:** The age of the mother also affects the development of the fetus. Female reproductive system gets fully matured after 21 and after 35 of age, reproductive functioning of female declines. Therefore, the conception, development and birth

of the baby are influenced by the age of mother.

5. **Drugs:** Use of drug and its dosages have a tremendous effect on the unborn child's growth. Narcotics of some drugs may be harmful for the pregnant women because drugs taken by the mothers are transmitted to the baby through the bloodstream. Therefore, pregnant women should take drugs only after consultation with the doctors or with their consent.
6. **Healthy and balanced life-style:** The life style or the ways of living by the mother have a great impact on the unborn child. Besides a balanced diet, the mother must adopt a healthy life style marked by minor exercises (consultation with doctor), regular and adequate sleep, positive thinking, positive activities like reading books etc, and good habits. The environment of the family and their roles has a great role in this regard to keep the pregnant women happy.
7. **Smoking and Alcohol:** Use of frequent smoking and alcohol adversely affects the unborn baby's development. This leads to both physical and mental abnormalities in the child. Therefore the expectant mother should keep herself aside from this.

SELFASKING QUESTIONS

Q.8. What are factors affecting pre-natal development?

1.5 The New Born Child:

It is the most precious moment for everyone. Remembrance of the day of our new born always makes us happy. It is the most auspicious process of life. Birth of a baby brings tremendous joy and happiness to the parents, especially to the mother, and the other family members. It is a process through which an individual comes out from a calm and quite environment to blooming environment of the world through the process of delivery. We have discussed above that period after the pre natal is named as Neonatal period which is again of two sub types-period of partunate and neonate. With the end of period of partunate, the baby takes breathing, nourishment by himself. From this time only his/her adjustment with life gets started and continuous throughout the life. He/she becomes an independent individual.

It is important for you to know that the term Neonate is derived from the greek word-"Neo" which means-"New" and from a Latin verb "Naskur"

which means Born. Thus Neonate means New Born. The period of neonatal means period of New born.

STOP TO CONSIDER

The term Neonate has derived from the greek word-"Neo" which means-"New" and from a Latin verb "Naskur" which means Born. Thus Neonate means New Born. The period of neonatal means period of New born.

Characteristics of New born:

- During the first half of the neonatal period, the growth of the baby declines but by the end of the period baby's state of development is back.
- The physical proportions of the new born differ greatly from the child or an adult.
- The head of the baby is about one –fourth of the entire body length.
- The skin of the new born is blotched and they look pale.
- The eyes are unconditional.
- The head of the baby seems too big for the tiny body.
- The face of the newborn appears to be broad because of lack of teeth and underdeveloped jaw.
- The average weight of the new born is 6-7 pounds and height is 18-20 inches.
- The new born babies seem to look like without a neck.
- The abdominal region is large and protruding.
- The arms and legs and nails are small.
- The bones and muscles of the baby are soft and flexible.

SELFASKING QUESTIONS

Q.9. What are the characteristics that a new born possesses?

1.6: Actions and Reactions of a New born

Till now, you have learnt how an individual gets prepared to come out of mother's womb and what are the his/her basic characteristics after birth.

As the baby cannot talk, any motor activities during the neo-natal period, he/she is characterized mostly by the physical characteristics. But there are some actions and reactions that baby shows through which we can assume his/her adjustment with the new environment. Some of the actions and reactions of new born are-

- The period of neonatal is shortest but the most significant one.
- The new born become independent, does not remain a parasite.
- The new born makes radical adjustment with the outside world like breathing on their own.
- The new born has to face transition from internal to external.
- The new born gets nourishment by sucking, swallowing.
- The baby can yawn, stretch and kick.
- They can blink and cry.
- They can turn their heads.
- They can respond to some strong stimuli.
- Hunger and discomfort give rise to greater activity like crying.
- Kneejerk, papillary reflex, reflexes of lips and tongue are some common action by new born.
- The neonate responds to loud sounds. As per research study, it is found that new born respond more to human voice than others. Loud sound elicits bodily movement.
- The new born can respond differently to pleasant and unpleasant smells.

CHECK YOUR PROGRESS

Q.1 What do you mean by Development? What are the primary stages of human development? Q.2 Why pre-natal period is considered to be most important?

1.7: Summing Up

Coming to the last part of this unit, it can be said that this unit tries to give you idea about growth and development and the different stages of human development. The unit has also thrown light on the different developmental characteristics of pre natal and neo-natal period. Thus we can summarize the unit as-

- Growth is an indicator of increase in bodily dimensions such as height and weight and it is generally confined to quantitative changes.
- Developments refer to those effects upon the person's cognitive and emotional systems which strengthen one or more abilities of the person in the desired manner.
- According to Hurlock, "Development is a progressive series of changes that occurs in an orderly predictable pattern as a result of maturation and experience".
- Development implies both qualitative and quantitative changes in behaviour. It is a progressive and orderly series of changes in organism.
- Growth and development are interrelated and interdependent. The two processes go side by side. Thus the relationship between growth and development are intimate. For development, growth is required up to a certain period or age
- Though growth and development are interrelated but they are not the same. Growth is quantitative but development is both quantitative as well as qualitative.
- There are some principles of development. These principles are the rules followed by the process of development which leads to the formation of personality in an individual. The fundamental principles of development are-principle of individualized process, principle of directional trends, principle of continuity, principle of interrelationship among different aspects of development etc.
- The important dimensions of development are-physical development, social development emotional development, intellectual development and language development.
- Growth and development are natural and universal process but there are many factors that affect the process and dimensions of growth and development like-Proper Diet, exercise-sanitation and hygiene, genetic factors, recognition in the society ,sociability, training etc.
- The Human development/span is classified by seven (7) fundamental stages –1.Pre-Natal (Conception to Birth) 2. Neo-Natal (0-14 days) —a)Partunate (0-15 minutes) b) Neonate (15

minutes to 14 days) 3. Babyhood (14 days-2 years) 4. Childhood (2-12/13 years) –a) Early childhood (2-6 years) and b) Late childhood (6-12/13 years) 5. Adolescence (12/13-18 years) 6. Adulthood (18-60 years) 7. Old Age (60 onwards).

- The pre-natal period is marked by starting conception that is a process of fertilization of an ovum (women reproductive cell) by spermatozoon (male reproductive cell) caused by intercourse between the two sexes.
- Unitization of the two cells results in formation of a new cell. The new cell is called “Zygote”.
- There are many biological factors that impact on the process of conception-like the **genes** (they help the conceived organism to carry hereditary characteristics like traits of father or mother or grandfather or mother), **chromosome** (They determine whether the conceived organism will be male or female).
- Developmental psychologists had divided the pre-Natal period into three sub stages.—

Period of Ovum (From the conception to the end of the second week),
Period of Embryo (From end of the second week to the second lunar month) and Period of Fetus (From the end of second month till birth)

- Period of Ovum is first stage of pre-natal period. The period is very sensitive. This is also known as implantation period.
- This period is marked by **the journey of the fertilized ovum or zygote to the uterus through the Fallopian tube.**
- During the period of Embryo rapid development takes place in this six week period. Within this period from a zygote, a mass of cells the embryo turns to a miniature individual.
- Sex organ of the embryo are developed in this period.
- Period of Fetus is another important stage of development of pre-natal period. It is the longest stage of pre-natal period.
- During this period, the fetus turns into an active passenger in the mother’s womb. It starts kicking and turning between third and fourth month and coarse hair like eyebrow and eyelashes begins to grow at five month. Respiratory system develops adequately after five or six months.

- The life of an individual is very much influenced by the time before his/her birth. But besides the hereditary factors there are some other factors that may affect the period and hamper in the development of the unborn baby. Let's identify the key factors- Nutrition of the mother, emotional State of the mother, RH (Rhesus) factors, and age of the mother: drugs, healthy and balanced life-style, smoking and alcohol.
- The neonatal period is most crucial period of human life. This period is again of two sub types-period of parturate and neonate.
- With the end of period of parturate, the baby takes breathing, nourishment by himself. From this time only his/her adjustment with life starts and continues throughout the life. He/she becomes an independent individual.
- During the first half of the neonatal period, the growth of the baby declines but by the end of the period baby's state of development is back.
- The physical proportions of the new born differ greatly from the child or adult.
- The new born baby performs no. of actions like making radical adjustment with the outside world, breathing on their own, getting nourishment by sucking, swallowing, yawning stretching and kicking, blinking and crying etc. They can respond to some strong stimuli.

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UNIT 2

INFANCY AND CHILDHOOD

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2.1 Introduction

The periods of infancy and childhood are stepping stones to other developmental stages. Infancy stage lasts from birth to 2 years and childhood ranges from 3 to 11 years. First 3 to 6 years is known as early childhood, age 6 to 8 years as middle childhood and age 9 to 11 years as late childhood. These developmental stages have peculiar characteristics as patterns of base habits, speech, language, social and emotional potentialities develop during these stages. The helpless and dependant infant grows towards independency through different developmental tasks. In this unit, we shall discuss developmental aspects of infancy e.g. emotional, motor, physical, sensory, early needs and habit formation and development of language, speech and concepts during childhood.

2.2 Objectives

After going through this unit you will be able to-

- *understand* the developmental aspects of infancy period
- *know* the patterns of emotional, motor, sensory development in infancy together with their early needs and habit formation.
- *develop* understanding about childhood as a stage of development
- *understand* the development of speech, language and concept during childhood

2.3 A) Infancy

2.3.1 Developmental aspects

The period of infancy is associated with speedy mental, emotional and physical development where each month is accompanied by one or other developmental tasks. Development involves growth of the body as well as growth of various aspects of child's personality. Major principles showing developmental aspects of infancy period are,

- **DEVELOPMENT INVOLVES CHANGE-**

From conception till death, human beings undergo continued and progressive change. E.g. At birth the appearance of baby and his appearance after every age changes more or less. Like that muscle strength, behaviour, traits of his personality also changes as an infant develops into an adolescent or adult.

- **DEVELOPMENT IS CONTINUOUS-**

Former phase of development is like a step to move ahead towards later developmental phase as the development is a continuous process. Example may be made of the Infants' learning of how to grasp an object. They move their limbs (arms and legs) before learning it. Similarly stair climbing includes skills from grasping an object (the stair support) till walking alone

- **EARLY DEVELOPMENT IS MORE CRITICAL THAN LATER DEVELOPMENT-** The environment of formative ages has a powerful impact on the innate potentials. Favorable relationships with members of the family, liberal child training methods, a stimulating environment result in the development of better adjusted individual in the later life.

- **DEVELOPMENT IS PRODUCT OF MATURATION AND LEARNING**

Infants' development occurs as he grows old physically and as a result of modification of behavior because of training and experience. E.g. Development of speech involves both maturity of organs needed for speaking as well as skills of uttering a word.

- **THE DEVELOPMENTAL PATTERN IS PREDICTABLE**

Developmental process and its predictable pattern includes following characteristics-

- ◊ Development proceeds from the head downward. This is called the cephalocaudal principle. The child gains control of the head first, then the arms, and then the legs. Infants develop control of the head and face movements within the first two months after birth.

- ◊ Development proceeds from the center of the body outward-

According to this principle also known as proximodistal development means that the spinal cord develops before outer parts of the body. The child's arms develop before the hands and the hands and feet develop before the fingers and toes.

- **DEVELOPMENT PROCEEDS FROM GENERAL TO SPECIFIC**

Child can grasp an object with whole hand before he gets the ability to hold it with his thumb or forefingers. This shows development of motor movements proceeds from general to specific.

- **THERE ARE INDIVIDUAL DIFFERENCES IN DEVELOPMENT**

- Although the patterns and sequences for growth and development are usually the same for all children, the rates at which individual children reach developmental stages depends on environment, nutrition, personality type etc.

- **THE CHILD DEVELOPS AS A UNIFIED WHOLE**

Development of one aspect is linked with other aspects e. g. intellectual development is related with physical well-being. Physical development is influenced by emotions. In such way, child develops as one complete whole rather than isolated compartments of same body.

- **DEVELOPMENT FOLLOWS AN ORDERLY PROCESS**

An infant first learns how to stand before he starts walking and he babbles before he can speak. It shows that there is an orderly pattern of development which is followed from one stage to another.

- **DEVELOPMENT IS INFLUENCED BY HEREDITY AND ENVIRONMENT**

A child's genetic inheritance (i.e., heredity) sets the base for many physical and personality attributes, but the influences of social, cultural, and familial variables (i.e., environment) cannot be denied in developmental process.

2.3.2 Emotional Development

The first two years of life have tremendous potentiality to shape later developments due to the mental and physical changes occurring in this stage. Infants tend to learn from experiment and the immediate environment. Beyond physical, mental and other developmental tasks, babies learn how to react socially and emotionally. Feelings like joy, distress and disgust are commonly expressed by infants. In 2-3 months they can smile. They further start expressing anger, sadness, surprise, and fear.

According to Erik Erikson (1968), the first year of life is the key time for the development of attachment. Sense of trust and mistrust develops here depending upon physical comfort received or not received by babies. If the parents are sensitive and caring the baby develops trust and vice versa.

Some of the significant characteristics of emotional development during infancy are-

- Till 4th month babies can differentiate among various emotional expressions. In 6th month they start mimicking emotional expressions like smile or crying of others.
- "Stranger anxiety" is portrayed by babies during 5 and 6 months. They show discomfort at the presence and touch of people they have not met before.
- Infants develop feeling of attachment to their primary caregivers and in absence of them babies become more sensitive. During 8-10 months separation anxiety is experienced by them when separated from their primary caregivers.

- While in 9 months infants show dissatisfaction or sorrow. By this time they also learn ways to express emotions in varied situations. They move through emotional upheavals where at times they are immensely happy and at once they become angry and frustrated.
- During 12 months, babies can clearly show distress. They at this stage know how to express what they are feeling. Moreover, feeling of jealousy is exhibited by them around 12 month.
- When the infants reaches second year, they tend to learn new skills of emotional development. In the age of 13-18 months, the earlier separation anxiety may be replaced by “object permanence”. Here they get to know that even they are not seeing the care taker for some time, they are present somewhere and will come back to them. In this stage they personify toys and express their emotions like love, hatred, jealousy etc.
- During 15-18 months they become easily frustrated and throw temper tantrums for expressing emotions.
- By age 2, babies demonstrate a wide range of emotions and can regulate and cope up with emotional upheavals. They seek attention by acting like getting hurt. Towards the end of second birthday empathetic attitude evolves and they become capable of recognizing when they hurt someone.

CHECK YOUR PROGRESS

- Q 1: Mention one developmental task to be accomplished by an infant.
- Q 2: In which month, babies can differentiate among various emotional experiences?
- Q 3: When does a baby learn to fake emotions?

2.3.3 Motor Development

Motor development includes development of co ordination in bodily movements in babies. It may be short-term changes in the body pose or biomechanical developments leading to movement control. Infants' motor development occurs due to functioning of automatic reflexes during first 1-3 months. After development of brain, muscles and nervous system, voluntary body movements plays vital role in motor development, it may be simple grasping or reaching for objects, sitting, crawling, walking and

running etc. The pattern of motor development is same for all but minor exceptions can be seen based on health and physical conditions.

Near 4 months babies can control the head. They can further hold it stable while in sitting or lying position. They begin to roll their body from their belly to their back on their own. At 5 months they can roll from back to belly. During age of 6 months, babies can sit for short time. When they enter 7 months they move without external support. They start exploring environment and can move or eat harmful substances which are to be monitored. They start crawling in the same time. During 8 months, infants can sit up by themselves for longer period of time. By 9 months, they play with toys and learn how to balance the play materials. They start walking with the help of baby walkers.

Around 10th months, they can stand for longer duration. They can walk, pick up and put down leg synchronously. They make attempts to walk with support. At about 12 month they can walk for the first time without support. During 24th month of life, toddlers become more active and interested in making their body move voluntarily. Climbing stairs becomes possible at about 15th month. By the of age 18 months, toddlers' balancing gets more stable when they move more easily on their feet around objects and begin walking backwards, sideways, in circles, and even running.

Towards the end of infancy babies can jump and may start peddling their first tricycle. They become more active and keep on running and dancing though refinement will be needed in the movements. The caregivers must monitor babies' movements to make them avoid any dangerous situation.

STOP TO CONSIDER

Motor development includes development of co ordination in bodily movements in babies. It may be short-term changes in the body pose or biomechanical developments leading to movement control. During the age of 6 months, babies can sit for short time. When they are 7 months they move without external support. They start exploring the environment and can move or eat harmful substances which are to be monitored.

2.3.4 Sensory Development

Piagetian step of sensory development in infants is known as "Sensorimotor" stage as in these stage infant interacts with the environment through senses and learning occurs. They explore the

environment without much understanding and maturity. Infants are born with several reflexes that are activated by particular stimuli, such as the grasping reflex when a finger is placed in the palm of a baby's hand. Other reflexes include rooting (turning the mouth toward the breast or bottle) and sucking. Many early reflexes— such as reaching and performing a step-like motion— disappear, only to reappear later. While the most important senses in human adults are vision and hearing, infants acquire much of their information about the world through touch . At birth, a baby's eyes and the pathways between the eyes and the brain are not fully developed; the eyesight of a newborn is estimated at 20-600 (an object viewed from 20 feet [609 cm] away appears as a distance of 600 feet [182 m] by an adult with 20-20 vision). The senses of newborns are particularly well adapted for bonding with their caregivers. Infants can see large objects close up and are especially interested in faces, and their hearing is most acute in the range of human speech.

Developmental tasks necessitate use of their senses. Babies recognize their mother's voice just a few hours after birth. On the sense of sight, newborns prefer to look at some stimuli rather than big things around them. By 6 months though the vision remains lower than that of adults, it improves by about the first year gets equaled with that of adults. It takes 3 months to get the colour vision developed.

Few months after birth proficiency at localizing sound improves. At the age of 3 months, babies can recognize mother's photograph. Infants' ability of perceiving depth is studied with the help of an apparatus named a 'visual cliff'. It is a box with glass platform extended till several feet deep. Startle (Moro) reflex is a kind of reflex that occurs when a baby hears a loud noise and his arms and legs extend away from his body. He further blinks eye, changes position when hears an unfamiliar sound.

During infancy babies' vision changes dramatically. They give more importance on bright colored objects. As infants grow, they begin to touch objects in their environment with their hands, feet, and mouths to learn about them. While putting toys into mouth they are try to taste as well as feel the texture and structure. Ability to differentiate sweet, sour, and bitter tastes is present from birth though they choose sweet over other tastes. Between the ages 1 to 6 months the sense of taste gets further developed.

Infants to some degree see, hear, and respond to pressure, touch, taste, and change in temperature. Among all senses, vision is the most developed.

Changes in visual acuity during the first month appear to be very slight and in further weeks till six or seven weeks the infant can inspect his surroundings. By the fourth month their retina is able to accommodate objects at varying distances in an almost like an adult. They learn skills of visual discrimination by the second year of life. During this time they can discriminate among cubes, round, square, and triangular blocks.

Babies can hear at birth and as they grow their mental ability to process and use information they hear improves. According to studies infants prefer more complex sounds e.g. music, to simple sounds. Between the ages of 1 to 6 months, they are able to locate where sounds come from in their environment and to compile sounds into more complex form.

Regarding tactual sensitivity infant clearly reacts to tactual stimulation. However, skin sensitivity also appears to increase with age. Babies' senses can be stimulated in many ways such as listening to caregivers speaking, looking at different objects and colors, and playing with toys that have different textures. Babies who do not receive appropriate touch and affection may ultimately have developmental problems.

CHECK YOUR PROGRESS

Q 4: What do you mean by motor development?

Q 5: Mention one characteristic of sensory development of babies?

2.3.5 Early needs and habit formation

Early needs of infants greatly decide patterns of habits to be formed in later phases of life. The evidence of infant's habit formation can be observed by anyone through out passage of time. Some of the early needs of infants having impact on habit formation are—

- **Sucking-** First need of a baby is sucking for breast milk. The nature of feeding may affect subsequent sucking habit as reported by Gunther (1961). If the baby finds any obstructions in breast sucking like lip or the mother's breast covered his nostrils, obstructing respiration repetition of such acts leads to development of stress and habit of indifference.
- **Movement-** Slow movements of babies' bodily parts like head and hand plays significant role in future development. Ample movement will lead to increased muscle strength and vice versa. Movement and motor development helps in adaptive habit formation.

- **Visual stimulation-** Visual stimulations are important requirements in an infant's life. It can modify the infant's behavior. By these signals, infants learn to turn the head and eyes toward a light appearing at the side of their cribs or smile when he sees familiar faces.
- **Early care-** The new born needs care and an atmosphere of acceptance to grow effectively. They are completely dependant on the caregivers for need fulfillment. The sense of basic trust and basic distrust develops during this period which carries greater value in further habit formation.
- **Food-** Babies should get food at specific interval for healthy development. Too much gap in feeding a baby or keeping him starved can lead to severe issues.
- **Social attachments-** Infant learns the nature of the environment in which he lives and discovers the different physical properties of things and people, the ways in which they respond to his own behavior, and the regularity or variability with which they respond.
- **Maternal behavior and maternal deprivation-** Role of mother in rearing a baby cannot be compared with any of the other factors of development. Being with mother gives baby psychological satisfaction and physical comfort. They feel safe when primary caregiver is none but the mother. In absence of that psychological arena of babies can get disturbed. Among other reasons of delayed development maternal deprivation is one of the contributing factors.
- **Enriched stimulation-** Infancy can be called a 'critical period' as stimulation from outside affects every kind of development, physical, mental, emotional etc. If infants do not get ample stimulation the process of development cannot proceed. The events occurring at this period have lasting inhibitive or facilitative effects in habit formation.

Along with parenting needs infants are also in need of a secure surrounding and attention to fulfill their basic needs. A strong bond with caregivers is also necessary, as this lays the foundation for trust, allowing infants to explore their world. For infants and toddlers learning and living is the same thing. If they feel secure, treasured, loved, their own energy and curiosity will bring them new understanding and new skills.

STOP TO CONSIDER

The new born needs care and an atmosphere of acceptance to grow effectively. They are completely dependent on the caregivers for need fulfillment. The sense of basic trust and basic distrust develops during this period which carries greater value in further habit formation.

2.4 Childhood

2.4.1 Language Development in Children

During early childhood, children's abilities to understand, process, and produce language are seen enhancing in an amazing way. Language development is at peak between 3 to 6 years. In the 3rd year children's vocabulary increases to approximately 900 words. During 6 year of age, spoken vocabulary gets further increased to between 8,000 and 14,000 words. One of the chief characteristics of childhood language development is that children can understand more words than they can speak.

After learning two word sentences children start learning grammatical rules. While learning a language child first uses simple plurals e.g. toys and possessive forms of nouns. After that they use verbs and prepositions, article etc. Place of imitation is also observed during language development among children. They practice and try to remember language modeled in immediate surroundings. They also learn the skill of modifying pronunciation as per observation and reaction of person next to him.

Caregivers should be especially careful not to encourage poor language choices or wrong grammar as children can quickly pick up the improper words or sentences to be correct and desirable. Like parrots some sentences or words, particularly those heard newly are accepted and repeated by children. Language becomes a way to seek attention and approval of caregivers.

Between 2-5 years, children refine their ability to pronounce words. When they start schooling they can speak in the same way as adults; child tries to correct language errors related to grammar and pronunciation. During later period of childhood, they can use complicated form of language. Children can talk more maturely to adults than to same-age peers.

3 to 4 year old usually can do the following:

- understand most of what they hear
- have 900 to 1,000-word vocabularies, with verbs starting to predominate

- usually talk without repeating syllables or words
- use pronouns correctly
- use three to six-word sentences
- ask questions
- relate experiences and activities
- tell stories (Occasional stuttering and stammering is normal in preschoolers.)

4-5 year old child can:

- verbalize extensively
- communicate easily with other children and adults
- articulate most English sounds correctly
- have a vocabulary of 1,500 to 2,000 words
- use detailed six to eight-word sentences
- repeat four-syllable words
- use at least four prepositions
- tell stories without digressing from the topic
- ask innumerable questions
- use descriptive words and compound and complex sentences
- receive all the vowels and consonants
- use generally correct grammar

6 years old can correct their own grammatical errors and mispronunciations. Children's vocabulary get doubled during 7-8 years and they may start reading. A major leap in reading comprehension occurs at about nine.

2.4.2 Development of Concepts

Development of concept means to have basic understanding that is necessary to make sense of one's world. This includes ideas about the self and others, objects, and the environment. Concepts provide an efficient way of organizing experience. If children were unable to form concepts and categorize ideas they cannot deal with environment effectively, rather they will be in confusion.

Categorization of ideas in childhood is as same as in adults. Before they

have even begun to speak, children form categories of faces, speech, sounds, emotional expressions, colors, objects, animals, and mappings across modalities. Near about while in 18 months baby can roughly add nine new words each day to their vocabulary. Concepts formation includes - identifying objects in the world, forming analogies, making inferences that extend knowledge beyond what is already known, conveying core elements of a theory, etc.

Some aspects of concept development are-

- Young children at times ignore relevant information about minute variation within a category
- Concepts are used by children to extend known information to previously unknown cases, by a process of inductive inference.
- Children can develop some abstract concepts too. E.g. a three-year-old comes to know that "germs" can cause illness.
- As children enter into school-age, their abilities and understanding of concepts and the world around them continue to grow.

Though a kid may progress at a different pace, some of the common milestones in concept development are-

- **3 to 5 year olds:**
 - Preschool-age children understand basic time concepts and sequencing (e.g., before and after), and they can predict what will happen next in a story.
 - Between 3 and 5 years, children come to understand that people have thoughts, feelings, and beliefs that are different from their own. This is known as theory-of-mind (TOM).
 - Children during 3-5 years of age understand concepts such as the past, present, and future roughly, giving them the ability to plan and work toward goals.
 - By 24-36 months old children can name and/or point to themselves in pictures, clearly indicating self-recognition.
 - Children from 2 to 4 years display a great increase in social behavior once they have established a self-concept. They enjoy playing with other children, but they have difficulty sharing their possessions. They develop idea about gender roles.

➤ By age 4, children can cooperate with other children, share when asked, and separate from parents with little anxiety.

• **6- to 7-year-olds:**

- Understands concept of numbers
- Knows daytime and nighttime
- Knows right and left hands
- Can copy complex shapes, such as a diamond
- Can tell time
- Can understand commands with three separate instructions
- Can explain objects and their use
- Can repeat three numbers backwards
- Can read age-appropriate books and/or materials

• **8- to 9-year-olds:**

- Can count backwards
- Knows the date
- Reads more and enjoys reading
- Understands fractions
- Understands concept of space
- Draws and paints
- Can name months and days of week, in order
- Enjoys collecting objects

• **10- to 12-year-olds:**

- Writes stories
- Likes to write letters
- Reads well
- Enjoys using the telephone

Concept development depends on cognitive development. French psychologist Jean Piaget in 1952 published his theory on cognitive development in children. Four cognitive stages of childhood cognitive development as identified by Jean Piaget were:

- **Sensorimotor Stage:** Birth through about 2 years. During this stage,

children learn about the world through their senses and the manipulation of objects.

- **Preoperational Stage:** Ages 2 through 7. During this stage, children develop memory and imagination. They are also able to understand things symbolically, and are able to understand the ideas of past and future.
- **Concrete Operational Stage:** Ages 7 through 11. During this stage, children become more aware of external events, as well as feelings other than their own. They become less egocentric, and begin to understand that not everyone shares their thoughts, beliefs, or feelings.
- **Formal Operational Stage:** Ages 11 and older. During this stage, children are able to use logic to solve problems, view the world around them, and plan for the future.

During early childhood, children start to develop a “self-concept,” the attributes, abilities, attitudes and values that they believe define them. By age 3, (between 18 and 30 months), children have developed their Categorical Self, which is concrete way of viewing themselves in “this or that” labels. For example, young children label themselves in terms of age “child or adult”, gender “boy or girl”, physical characteristics “short or tall”, and value, “good or bad.” The labels are used to explain children’s self-concept in very concrete, observable terms.

CHECK YOUR PROGRESS

- Q 6: How many word vocabularies are found to be developed by the age of 3 to 4 year?
- Q 7: By which year Self concept is developed by a child?
- Q 8: What are the four cognitive stages of childhood cognitive development as identified by Jean Piaget?

2.4.2 Speech Development

Childhood is the most intensive period for acquiring speech and language skills. These skills develop best in an environment full of sounds, sights, and consistent exposure to the speech and language of others. The initial signal of speech acquisition is the babies’ first cry. During later phases they learns that a cry will bring food, comfort, and companionship. As they grow, they start sorting out the speech sounds that compose the words of their language.

Individual difference persists in speech development among children.

However, they follow a natural progression or timetable for mastering the skills of language. Receptive and Expressive Language Skills are two main skills associated with a child's language and speech development. The receptive language skill is always in advance of the expressive language skill.

Receptive skills are the skills necessary for receiving a word or sounds of their language, while expressive skills are the skills used in speaking. Till second month babies can differentiate between human voice and other noises. By nine months they respond to a few simple words: very often the names of toys or teddy bear. Speech development by the end of 2nd year involves efforts and practice where he can utter words to express pain, hunger, and pleasure etc. He can express emotion by this time. This kind of sound production is called babbling that begins towards the 3rd month.

At this stage, children produce only a limited number of sounds. By 1-2 year children produces wide range of sounds and repeat sounds they hear. The pronunciation of vowel and consonant this way is called Reduplication. Children utter first words correctly at about 1st year. At about the same time child begins to use a few recognizable words which he/she invents for himself/herself which are called Jargon.

By the age of two children can develop words into sentences and here they can speak grammatical short sentences. The single word utterances of the children may mean many things such as for a 'toy' he may mean I want to play, Give me the toy etc. Words are used in contexts. Rules for adult speech and child's speech are not same, E.g. if a child is saying 'Papa hat' we cannot explain the meaning from his perspective. There is a process of hear, utter and correction in acquisition.

Regarding Early Syntax Kess (1993) divides early syntactic development into three stages: the holophrastic stage, the two-word stage and hierarchical stage. Other division are-

- a. Prelinguistic development-birth to the end of first year;
- b. Single-word utterances- from around 1 to one and half years of age'
- c. The first word combination- from around one and half to 2 years of age;
- d. Simple and complex sentences- the third year of age

Caretaker speech being imitated by child has been an important factor in deciding speech development among children.

2.5 Summing Up

- Infancy stage lasts from birth to 2 years and childhood ranges from 3 to 11 years.
- The period of infancy is associated with speedy mental, emotional and physical development where each month is accompanied by one or other developmental tasks.
- Beyond physical, mental and other developmental tasks, babies learn how to react socially and emotionally. Feelings like joy, distress and disgust are commonly expressed by infants.
- Development of brain, muscles and nervous system, voluntary body movements plays a vital role in motor development; it may be simple grasping or reaching for objects, sitting, crawling, walking and running etc. The pattern of motor development is same for all but minor exceptions can be seen based on health and physical conditions.
- Piagetian step of sensory development in infants is known as "Sensorimotor" stage as in this stage infants interacts with environment through senses and learning occurs.
- Early needs of infants greatly decide patterns of habits to be formed in later phases of life. Some of the early needs of infants having impact on habit formation are- Sucking, Movement, Care etc.
- During early childhood, children's abilities to understand, process, and produce language are seen to develop in an amazing way.
- Concept development in child includes identifying objects in the world, forming analogies, making inferences that extend knowledge beyond what is already known etc.
- By the age of two, children can develop words into sentences and here they can speak grammatical short sentences.

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2.7 Answers to Check Your Progress

Answer to Q. No. 1 : Towards 12 to 24 months infant can walk and run.

Answer to Q. No. 2 : By 4th month.

Answer to Q. No. 3 : By age 2.

Answer to Q. No. 4 : Motor development means development of coordination in bodily movements in babies.

Answer to Q. No. 5 : During infancy babies' vision changes dramatically. They give more importance on bright colored objects. As infants grow, they begin to touch objects in their environment with their hands, feet, and mouths to learn about them.

Answer to Q. No. 6 : 900 to 1,000-word vocabularies.

Answer to Q. No. 7 : Between 2–4 years of age.

Answer to Q. No. 8 : Sensorimotor Stage, Preoperational Stage, Concrete Operational Stage and Formal Operational Stage.

2.8 Questions and Exercises

Short-Answer Questions:

1. What stage is characterized by psychological inactivity?
2. Write two characteristics of emotional development in infants?
3. Write a short note on motor development during infancy.
4. At what age children can correct grammatical errors?
5. Mention two characteristics of concept development.

Long-Answer Questions:

1. Discuss developmental tasks to be performed by infants.
2. Write about the early needs and habit formation during infancy.
3. Describe in detail some of the milestones of emotional development during infancy.
4. Illustrate the motor development of infants with examples.
5. Discuss language and speech development in childhood.

UNIT-3

CHILDREN AND THEIR PARENTS

Contents:

- 3.0 Introduction
- 3.1 Objectives
- 3.2 Individual difference in response to parental acceptance and rejection
 - 3.2.1 Importance of parental acceptance in child development
 - 3.2.2 Parental rejection and its influence on the behavioural outcomes of the children
- 3.3 Children of broken homes
 - 3.3.1 Impact of family breakdown on children's behaviour
 - 3.3.2 Ways to reduce problems faced by the children of broken homes
- 3.4 Children of working mothers
 - 3.4.1 Problems faced by the children of the working mothers
 - 3.4.2 Steps to minimize the problems faced by the children of the working mothers
- 3.5 Summing Up
- 3.6 Answers to 'Check Your Progress'
- 3.7 Questions and Exercises
- 3.8 References and Suggested Readings

3.0 Introduction

The family environment where parents and other family members provide proper love and care for the children is conducive to the formative years of the children. Parenting is a full time responsibility which requires both ensuring physical presence and forming emotional bonding of the parents with their children. The essence of parenting lies in nurturing the children through fulfilling and protecting their physical and emotional needs. Active participation by the parents in child rearing helps to ensure child's well-being. Positive and favourable attitudes of parents are the essential elements for moulding the behaviour of the children in a desirable way. Parental ignorance and lack of

involvement in child's upbringing may hamper the wholesome growth and development of the children. This chapter highlights the influence of favourable and unfavourable parental attitudes as well as the changing family dimensions on the process of development of the children.

3.1 OBJECTIVES

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

- Know the behavioural outcomes of the children with response to parental acceptance and rejection.
- Know the impact of broken families on child's growth and development as well as behaviour.
- Know the influence of mother's working status on the development of the children.

3.2 INDIVIDUAL DIFFERENCE IN RESPONSE TO PARENTAL ACCEPTANCE AND REJECTION

Parents are the inevitable part of child's overall development. In all the stages of growth and development, children require parental attention and affection. Parental behaviour expressed through fondness and adoration paved the way for creating sound personality of the children and absence of these feelings may result in dysfunctional behaviour of the children.

Rohner's Parental Acceptance-Rejection Theory (PAR Theory)

Ronald P. Rohner introduced the theory of Parental Acceptance-Rejection with a view to throw light and to foresee the major favourable as well as unfavourable parental attitudes including acceptance and rejection which is responsible for the physical, behavioural, cognitive and emotional development of the children. It provides detailed explanation of how positive behaviour of the parents equips the children with better coping strategies and leads to healthy behavioural outcomes. Primarily, this theory deals with the interrelation between parental acceptance-rejection and expressive behaviours in the larger society.

Rohner (1980) termed the 'warmth dimension' of parenting as an integrated outcome of parental acceptance and rejection. In his theory, Rohner considered parental warmth as a bipolar dimension where he put rejection or the absence of parental warmth and attention on one side and acceptance on the other side. According to Rohner, those parents 'who express their love and affection towards their children both physically and verbally' are defined as accepting parents. On the other hand, parents who express extreme hate, disapproval, annoyance or dissatisfaction towards their children can be termed as rejecting parents.

3.2.1 Importance of parental acceptance in child development

Parental acceptance refers to the feelings of love, care, warmth, protection, support etc. shown by the parents towards their children. These feelings make the relationship between children and their parents stronger. It simply implies accepting and understanding child's sentiments, views and experiences. Parental acceptance is manifested through the physical, verbal and symbolic behaviours of the parents.

The physical expressions of parental acceptance are revealed through –

- Embracing and cuddling
- Kissing
- Caressing or touching with affection etc.

The verbal expressions of parental acceptance are revealed through –

- Admiring
- Complimenting
- Appreciating
- Encouraging etc.

Symbolically, for e.g., by using certain culture specific gestures also, parental acceptance is expressed.

Parental acceptance positively influence all the stages of development of the children. The accepting parents always create and maintain a democratic family environment for the upbringing of their children. They lead the children towards physical, mental and emotional prosperity and increase the ability to concentrate and to learn. This attitude of parenting motivates the children for the attainment of social skills and for better social adjustment. Through the behavioural expression of emotional warmth and empathetic support, the accepting parents encourage children's well-being and wholesome development.

Parents can provide acceptance by watching and listening to their children attentively and patiently; understanding their inner world diligently; and responding and acknowledging their feelings and thoughts carefully.

Parental acceptance is very crucial for achieving desirable behavioural outcomes of the children:

- Accepting parents value their children and take keen interest in their abilities. It results in developing secure sense of self-identity and positive

self-esteem in the children as they also become capable of accepting and valuing themselves like their parents do. It also enhances the capability of forming their own point of view in them.

- Parental acceptance ensures healthy and effective communication skills in the children. Accepting parents carefully listen and respond to the feelings of the children. It encourages the children to feel comfortable while sharing their perspectives with others.
- Parents' love, empathy, tolerance, respect etc. towards their children itself inculcates those wholesome attitudes in their children.
- The constant support and guidance provided by the accepting parents in every aspects of their children's life pave the way for sound mental development and enhanced emotional stability in the child.
- The children of accepting parents tend to become emotionally sound and joyful. The feeling of acceptance makes the children helpful, cooperative, reliable and most importantly, well-socialized.

3.2.2 Parental rejection and its influence on the behavioural outcomes of the children

Parental rejection implied attitude of parents towards their children is expressed through dislike, anger, irritation, dissatisfaction etc. or through any kind of negative feelings. This type of disapproval is shown by the parents towards their children without any valid reason.

In his theory of Parental Acceptance and Rejection, Rohner pointed out mainly four types of behaviour responsible for parental rejection. These are: (1) unaffectionate, (2) aggression, (3) neglect and (4) undifferentiated rejection.

Unaffectionate behaviour is regarded as the absence of love or affection and the feeling of warmth. Parents reflect unaffectionate behaviour towards their children both physically and verbally. Physical unaffectionate behaviour implies lack of hugs, kisses, cuddles etc. Verbal unaffectionate behaviour includes lack of appreciation, praises, friendly and delightful conversations etc. with children.

When parents behave towards their children with the feeling of anger, hate, animosity, indignation etc. for intentionally hurting them both physically and emotionally – this type of behaviour is termed as aggression. Physical aggression takes place in the form of slapping, striking, punching, shoving, grazing, squeezing, kicking the children or throwing things at them. Verbal expression is expressed through cursing, shouting, ridiculing, disgracing or saying wounding things to the children. Further, by using cruel non-verbal gestures, parents show their aggression towards the children.

Neglect refers to the physical and psychological unavailability of parents for fulfilling child's physical, emotional and social needs. Neglecting parents mostly remain unreachable and unresponsive towards their children and pay least attention to their overall prosperity. Undifferentiated rejection takes place due to children's feelings that they are unloved, unappreciated, and uncared for, even though, there may not be any clear evidence that the parents are neglecting or unaffectionate.

Parental rejection leads the children towards the deprivation of their basic physical and psychological needs. Withdrawal of love, care, and protection as well as the physical and emotional unavailability of the parents make the children unstable and unsound. It also increases the probability of problematic behavioural outcomes in the children. These behavioural outcomes may be pointed out as follows :

- Parental rejection makes the children more dependent. Their yearning for parental love, caring and attachment increases their attempts to get positive responses from the significant people of their life which eventually develops dependency in them.
- Parentally rejected children tend to be emotionally unresponsive. They are deprived of the love, care and nurturance from their parents and from other important figures attached to their lives. To prevent themselves from further emotional pain, they learn to hide their emotions and also remain unresponsive towards any kind of emotions shown to them. They are often unable to develop or maintain good relationships. Failing to express their emotions effectively and inability to accept others' feelings freely may result in troublesome relationships.
- Restraining emotional feelings or inability to express their sentiments easily make rejected children emotionally unsteady and frustrated.
- Lack of parental support and guidance create confusions, incapability, tensions, disappointments etc. in parentally rejected children and due to which they experience anxiety or stress in their day-to-day life. Parental rejection is also responsible for various psychiatric as well as behavioural disorders. It often leads the children towards depression.
- Parentally rejected children express hatred and violence through their behavioural patterns as a reaction to negative parental attitudes. It can make the children more inclined towards delinquency.

- Parentally rejected children tend to develop negative self-esteem and negative self-adequacy. Widely, they form a negative world-view towards the human existence. They consider the empirical world hostile, unfriendly and unpleasant. These perspectives towards the external world mature them into aggressive, unsympathetic and hesitant individual.

Various research studies have been conducted to develop deep into the dimensions of parental acceptance and rejection. These studies provide evidences of significant individual differences existing between parentally accepted and rejected children. Sandhu and Bhargava (1988) confirmed in their study that there exists significant difference in personality traits between accepted and rejected children. The study of Verma and Bansal (1989) revealed that rejected children showed emotional instability, poor educational adjustment and more aggressive tendency. Sengar and Srivastava (1990) in their study reported that rejected children lack in love and affection and expose more hostility and aggression in their behaviour. Bharadwaj (1996) in his study found that parental acceptance is positively related with self-concept, curiosity, cognitive competence and achievement of children, whereas, rejection leads to poor concept formation and academic achievement.

For ensuring wholesome development of children, parents need to spend good amount of quality time with them. Parents should take interest in facilitating well-being of the children. It is on the part of the parents to create and maintain an environment conducive to proper physical and mental growth of the children. Parents should frequently indulge in activities like playing, friendly and affectionate conversation etc. with their children for developing the sense of security and emotional comfort in them. Parents must help their children in equipping social skills for better adjustment in the society and to develop socially and culturally acceptable manner.

STOP TO CONSIDERP

arental acceptance is an essential part of parenting which is conducive to bringing desirable physiological and emotional development in the children. But excessive protection and affection of the parents negatively affect the children making them frustrated and lowering their self-confidence.

CHECK YOUR PROGRESS

- Q.1.** Who introduced the 'Theory of Parental Acceptance and Rejection'?
- Q.2.** Mention the verbal expressions of parental acceptance.

3.3 CHILDREN OF BROKEN HOMES

The family is the fundamental and complex entity of society. It is characterized by the emotional bonding that exists, among the family members and their unconditional love, care and support towards each other. Sound and effective interrelationships between parent and children, husband and wife as well as between siblings are the base for a good family environment. The family acts as an important and strong agency for the harmonious development of the children throughout their formative years. Therefore, it is very important to maintain a pleasant family environment for providing the children with physical and emotional protection. Within each family, certain amount of sufferings and interpersonal problems including dispute, enmity, hostility or quarrel among the family members can be seen. Normally, these types of family problems do not hamper the progress of the children. But, if the intensity of these problems increases or severe marital conflict, family or siblings disagreement takes place, then it leads to family breakdown which negatively affects child's development.

Major causes of broken family:

Death of Parents: Death diminishes the solidity of the family. All death in the family may not be the reason for family breakdown, but the sudden demise of or mother or father can shatter the foundation of the family. When the children get to know that the parent leave their side for good, they get devastated and become emotionally disturbed. The loss of the parent drastically changes the pattern of functioning of the family and it may cause the breakdown of the family.

If the child is in his or her early years of life, the loss of mother is likely to be more detrimental than the loss of the father. Paid caretakers or even close relatives cannot provide the love and warmth to the child as of the mother. Absence of maternal attachment in the early years of life makes the children emotionally insecure in future. For the older children, loss of the father becomes grievous than the loss of the mother. The mother has to take the responsibility of both homemaker and bread-earner for the family and therefore, she becomes unable to provide quality time and energy to the children. Accordingly, the children feel neglected and unloved and become discontented. If the children lose both parents, the problems become more severe as they have to adjust with other persons or persons totally unknown to them.

Divorce of the Parents: Divorce is in no way, favourable for the family life. Divorce is the main reason responsible for broken family. The common causes of divorce are – frequent feuds between husband and wife, monetary

problems, lack of understanding, loss of trusts towards each other, health related issues etc. For a child, going through the process of divorce of the parents is very hard. In this process, the children have to suffer the most.

Other causes: Apart from death as well as the divorce of the parents, certain other causes also contribute to the breakdown of the family by creating problems in the family life. These include extreme poverty of the family, alcoholism and drug addiction of the family members, inability to effectively run the family by the key person etc.

STOP TO CONSIDER

Some children are benefitted by the divorce of their parents as it ends the damaging family environment which includes severe parental dispute and extreme violence.

3.3.1 Impact of family breakdown on children's behaviour

The broken homes distinguished by disunity, conflict, reciprocal mistrust and animosity among the family members are harmful for children's physical, emotional and social development. In such an environment, children clearly display grief, stress and disturbed behaviour.

Parents' permanent separation through death and divorce greatly affect the children damaging them physically, emotionally and socially. Children require congenial home environment for their wholesome growth and development. They cannot obtain and feel love, protection and concern in an unhealthy environment of broken family. As a result, they tend to grow bad manners in their behaviour. Children coming from broken families create problems through rivalry and unrest in school as well as other public places. Due to financial crisis of their families, sometimes they even develop the tendency to steal and rob.

The family breakdown leads the children towards insecurity. The absence of mother or father or both parents develops the sense of incomplete family in the children. This further leads to develop jealousy towards other children who are loved and cared by both their parents. Most of the times, the children of the divorced parents feel ashamed of their family situation and thus, develop low self-esteem. Moreover, they express socially maladjusted behaviour.

The children of the broken families fall prey to the clutches of different emotional disorders such as, depression, anxiety, frustration etc. or more severely, even develop suicidal thoughts. It is because they are deprived of

the emotional attachment from the significant people of the family. The formation of stepfamily also may not work always. Rather, it sometimes leads to more complicated problems causing more sufferings for the children.

Due to the partial or permanent separation of the parents, children become less interested in their academic activities. This often results in poor scholastic achievement. Moreover, changing family patterns due to parent's separation make the children more indulged in household activities. This early indulgence in family matters creates confusions in the tender minds of the children and it frequently leads to stress and strain.

3.3.2 Ways to reduce problems faced by the children of broken homes

It is very important to reduce the difficulties faced by the children of the broken families as soon as possible, as failing to do so may hamper the harmony of the society in the long run. Different ways to reduce problems faced by the children of the broken homes may be pointed out as follows:

- Re-marriage is the mostly used solution for mending the bond of the broken family. It provides the parents a second chance to reconsider the future of the children. Parents should be very much cautious in this regard and must encourage developing new positive relationships within the family. It helps the children to achieve the sense of security and fulfilment again.
- After the breakdown of the family, it is mostly on the part of the parent to focus and to give more quality time and energy on his or her relationship with the children for also providing the children with the love of the left or separated partner.
- Parents should focus more on strength and positivity during the problematic phase of the family. Other family members should also help the children overcoming the difficult situation by equipping them with different coping strategies. If the parent tries to cope with the problems, the child will spontaneously follow.
- Family members should always work for sticking the family together and thus, preventing family breakdown. For this purpose, it is essential for the family members to have spend quality time together, engaging together in joyful activities, mutual co-operation for smooth family administration etc.
- It is very important to instil the quality of forgiveness and acceptance in the children. It will help the children to let go of the things that are

out of their control rather than holding on to this. It will also reduce their sense of deprivation, frustration or anxiety.

- If the impact of broken home becomes severe, then it is better for both the parent and children to consult with a counsellor. Counselling service is very helpful for ensuring the emotional well-being and better coping strategies of the individual. Counselling enhances the capacity in both parent and child to face and overcome the adverse family situations.

CHECK YOUR PROGRESS

Q.3. What are the causes of family breakdown?

3.4 CHILDREN OF WORKING MOTHERS

Role of the mother in child's life: A mother and child's relationship is a special bond as compared to the child's relationship with others in the family and it has been accepted since ages. In the words of Agatha Christie, "A mother's love for her child is like nothing else in the world. It knows no law, no pity. It dares all things and crushes down remorselessly all that stands in its path."

A mother feeds her children with her own blood in the womb and does a lot of sacrifices to raise her children. She is a substitute of God on this earth. No love can exceed or even match the love of a mother for her child. Mother is the best trainer and guide of every child. She teaches how to take those first steps of life, how to speak and the behavioural lessons which help an individual to become a better human-being. Mother is the one who frames their children, the one who builds them physically and mentally and empower them to face the world. All the great men have achieved success mainly because of the support and devotion of their mothers who always stood by them and motivated to perform ahead in the battle of life.

Working mothers: In the past, in a traditional family, the man was responsible for all the financial matters and expenses and the woman for the raising of the children and all the housework. Today's society has been subjected to fast and rapid changes. The social and economic forces have narrowed down the distinction between men and women in respect of their sphere of work. Science and technology have changed modern life to a great extent and women are seen to be engaged in work outside the home. The economic compulsion has also been greatly responsible for making women seek jobs. Moreover, today, women are more independent and educated than they were in the past and they share equal rights and responsibilities as men.

The mother-child relationship depends to a great extent on the child's age at the time the mother starts to work. If a mother begins working before the child becomes accustomed to spending most of the time with her before any definite relationship has been established – the effect will be minimal. If strong attachment has been formed, however the child may suffer from maternal deprivation unless a satisfactory mother substitute is provided.

3.4.1 Problems faced by the children of the working mothers

Gone are the days when mother devoted her whole life for development of her children. Today, women are becoming more active, independent and prefer progress in their career rather than be recognised as just homemakers. But in some cases, maternal employment may negatively affect the development of the children. Some problems in this regard are as follows:

- Working mothers cause bad early developmental effects on their children. Parents are the first teacher of a child, especially the mother. Imitating others' action is the basic instinct of learning. If mothers work outside for long time, then the children have nobody to imitate and hence they get less chances to learn abilities.
- Working mothers may cause mother-child barriers. The relationship between mother and children is the closest one. If the mother is working outside during her children's childhood, some estrangement may be created. This will cause barriers in the communication between mother and children and that may cause domestic contradictions and become a hidden trouble in future.
- Children of working mother may face the problem of psychological damage. Children are very weak – both in their body and mind. The unavailability of mother during any problematic situation can create the feeling of helplessness among the children.
- Due to less mother's care, children of working mothers tend to be unsociable, eccentric and have an inferior mentality and they usually have less confidence and are less communicative with others.
- Some working mothers have to take their children to childcare centre. But the poor quality child care or day care services can hamper a child's emotional and social development. Under-qualified and overburdened staff and poor facilities at the day care can affect the child's physical and psychological health.
- The children of working mother may feel alone and fall in bad company in search for friendship and affection, being alone in their

house for most of the time. The parents do not have time to attend the important school meetings, functions etc. or talk to the child about his problems which may develop guilt, inferiority or he may end up having depression in worst cases.

- The children of the working mothers face more health problems. The children's health could be impacted negatively because of the added burden on the mother's time, resulting in less supervision or care of the children i.e., less time to prepare healthy meals or clean the home etc.
- There have been many cases where children of working mothers face behavioural problems like maladjustment, anxiety, stammering, stealing, bed-wetting, telling lies, love for isolation etc.
- Working mothers may feel over-burdened and weary of trying to balance work and family. If they bring their frustration home, children could develop a negative attitude. They could perceive their work as a source of distress for the family.
- Mothers, in spite of having their kid's best interests at heart, may fail to provide their kids a safe emotional outlet. They may not be enthusiastic to hear their kids' issues elsewhere or simply make them feel that their parents are not interested in their lives.
- Problems can arise between parents over the mother's employment. Such parental conflict can adversely affect children. It could damage their self-esteem and make them insecure.
- Children of working mothers tend to have a less healthy lifestyle than those whose mothers stay at home. They snack on more junk food, spend more time in front of the TV and do less exercise.

The lack of proper care due to mother's partial absence from homes has been reflected in various studies. Children must not be neglected since nurturing and caring for young children is very essential for their developmental aspects.

3.4.2 Steps to minimise the problems faced by the children of the working mothers

The working mothers must struggle to balance their domestic and professional roles in order to reduce the problems arising between the mother-child relationships. Solutions do exist which a working mother can consider in order to keep her child happy. The solutions are as follows:

- The working mothers must make special arrangements such as day-care centre or a reliable person to take care of their children in her absence.
- Working mothers should understand their children's problem and must try to solve it.
- They should listen to their kids carefully and try to understand their needs. Mothers should talk to their children telling them about their day and asking about theirs.
- The kids should be tackled with love and patience. Mothers should give them individual attention.
- Children like games very much and mothers should spare adequate amount of time playing with children. It helps in lessening the isolation of children and enhances the emotional development and attachment.
- The mothers must not get angry with the kids due to their work pressure.
- They should keep their home and work stress separate to live happy life. While returning from the workplace, their first priority should be their children.
- Good time management helps the working mothers to spare quality time with their kids. It is not the quantity of time mothers spend with their children but the quality that matters. A working mother who spends one hour of quality time everyday with her child will help establish a better bond with her child.
- They should keep themselves updated with their kid's school reports and should meet the school teachers regularly to know the progress of their child.
- Often working mothers succumb to children's demands very easily because they feel guilty. They feel that they can compensate for their absence by giving their children money or gifts. But, a child's needs are not material. Children want warmth and emotional security which the mother must try to give.

Mothers must develop a bond with their children from an early age. Even if she works, she must spend quality time with her children. If children get attention when they are young, they are able to cope better as teenagers. Children who have a close bond with their parents are more apt to talk to them freely when they grow up.

The most important factors of a child's development and well-being are the mother's sense of fulfilment and quality of time spent together. If a working mother can ensure that her kids are well loved and well cared for, then there is no need for her to feel guilty about anything. It is the quality of parenting that counts. Women can be good mothers regardless of whether they stay at home or work outside. A mother who successfully manages both an outside job and parenthood provides a role model for her child.

STOP TO CONSIDER

Research studies conducted on the maternal employability confirmed that mother's employment boosts self-confidence of their children.

CHECK YOUR PROGRESS

Q.4. Mention four ways a working mother can consider minimising the problems faced by her children.

3.5 Summing Up

- Parenting is a full time responsibility which requires both ensuring physical presence and forming emotional bonding of the parents with their children.
- Ronald P. Rohner introduced the theory of Parental Acceptance-Rejection with a view to throw light and to foresee the major favourable as well as unfavourable parental attitudes including acceptance and rejection which is responsible for the physical, behavioural, cognitive and emotional development of the children.
- Parental acceptance refers to the feelings of love, care, warmth, protection, support etc. shown by the parents towards their children. These feelings make the relationship between children and their parents stronger.
- Parental rejection implied attitude of parents towards their children expressed through dislike, anger, irritation, dissatisfaction etc. or through any kind of negative feelings.
- The broken homes distinguished by disunity, conflict, reciprocal mistrust and animosity among the family members are harmful for children's physical, emotional and social development.
- The lack of proper care due to mother's partial absence from homes has been reflected in various studies. Children must not be neglected

since nurturing and caring for young children is very essential for their developmental aspects.

- The working mothers must struggle to balance their domestic and professional roles in order to reduce the problems arising between the mother-child relationships.

3.6 Answers to Check Your Progress

Answer No. 1:- Ronald P. Rohner introduced the theory of Parental Acceptance-Rejection.

Answer No. 2:- The verbal expressions of parental acceptance are –

- Admiring
- Complimenting
- Appreciating
- Encouraging etc.

Answer No. 3:- The major causes of family breakdown are:

1. **Death of parents:** Death diminishes the solidity of the family. All deaths in the family may not be the reason for family breakdown, but the sudden demise of mother or father can shatter the foundation of the family. When the children get to know that the parent leaves their side for good, they get devastated and become emotionally disturbed. The loss of the parent drastically changes the pattern of functioning of the family and it may cause the breakdown of the family.
2. **Divorce of the parents:** Divorce is in no way, favourable for the family life. Divorce is the main reason responsible for broken family. The common causes of divorce are – frequent feuds between husband and wife, monetary problems, lack of understanding, loss of trusts towards each other, health related issues etc. For a child, going through the process of divorce of the parents is very hard. In this process, the children have to suffer the most.
3. **Other causes:** Apart from death as well as the divorce of the parents, certain other causes also contribute to the breakdown of the family by creating problems in the family life. These include extreme poverty of the family, alcoholism and drug addiction of the family members, inability to effectively run the family by the key person etc.

Answer No. 4:- The steps that can be taken by a working mother for minimising the problems faced by her child are:

1. The working mothers must make special arrangements such as day-care centre or a reliable person to take care of their children in her absence.
2. They should keep their home and work stress separate to live happy life. While returning from the workplace, their first priority should be their children.
3. Good time management helps the working mothers to spare quality time with their kids. It is not the quantity of time mothers spend with their children but the quality that matters. A working mother who spends one hour of quality time everyday with her child will help establish a better bond with her child.
4. The mothers must not get angry with the kids due to their work pressure.

3.7 Questions and Exercises

- Q.1. What are the behavioural outcomes of parentally accepted children?
- Q.2. Discuss the concept of parental rejection.
- Q.3. Elaborate the ways to minimize the negative effects of broken family on child development.
- Q.4. Write in detail the problems faced by the children of the working mothers.

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UNIT 4

PHYSIOLOGICAL GROWTH

CONTENT :

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Adolescence –its concept
- 4.4 Physiological development during adolescence
- 4.5 Mental development during adolescence
- 4.6 Moral development during adolescence
- 4.7 Social development during adolescence
- 4.8 Influence of family in social development
- 4.9 Influence of peer in social development
- 4.10 Summing Up
- 4.11 Discussing a question from check your progress
- 4.12 Self Assessment Questions (SAQ)
- 4.13 References and Suggested Readings

4.1 Introduction

Adolescence stage has been considered as the most crucial period of human life. This is the period of rapid changes and improvements in all aspects of human development. In this chapter, we will discuss in detail about the physiological development of adolescence along with mental development and moral development. This chapter will throw light on the social development of the adolescents along with the influence of family and peer in their relationship.

4.2 Objectives

After going through the unit you will be able to know about-

- *adolescence*-it's concept
- *physiological* development
- *mental* development
- *moral* development

- Social development during adolescence
- Influence of family and peer in social development

4.3 Adolescence-its concept:

Adolescence is the period between childhood and adulthood of human life. It is the most crucial period of an individual life. It is the period of rapid changes not only in physical and cognitive aspect but also in the moral, social and spiritual attitude. It is the period of learning new things and developing new attitudes and outlooks toward different dimensions of life. It is the period of anxieties and worries; conflicts and complexities. This period is often considered as the spring of human life.

The word 'adolescence' has been derived from the Latin verb 'adolecere' which means 'to grow'/to grow to maturity. Thus, it is a period of intensive growth and changes in all aspects from a child's physical, mental, emotional, social, moral as well as sexual life. This is the period of transition as adolescent experiences a numerous changes in this stage. This period begins where childhood stage ends i.e. from 13 years and last till 19/20 years. Early adolescence period or the age from 13 to 19 years is often known as 'teenage'. *According to Slaughter*, "Like the overflow of great river it irrigates and fertilizes great tract of life's territory". It is the period of sexual growth and development which have far reaching consequences. It brings about psychological upheavals in a man's life. It is recapitulation of infancy.

According to A.T. Jersild, "Adolescence is that span of years during which boys and girls moves from childhood to adulthood, mentally, emotionally, socially and physically."

According to J.A Hadfield, "When we speak of adolescents as growing up, we mean that the youth is leaving behind the phase of protective childhood and is becoming independent."

Some people often consider it as a period of storm and stress. It is the critical stage of adolescence where all types of development are at its peak form. Stanley Hall of America has described it as a "period of great stress and strain, storm and strife". By this, Hall means that adolescents attain new level of developments and attain higher order of human traits. The social instinct experiences sudden enfoldment. It is the age of sentiment and of religion, of rapid fluctuation of mood and the world seems to be strange and new. Often some people in the society consider the adult as difficult people to live with. Rousseau, however, considers it as the most formative period of man's life. The hormonal changes and rapid developments naturally give rise

to certain psycho-physical needs in the adolescents' boys and girls. These needs are to be reasonably satisfied for healthy adjustment and to develop positive attitude toward life. But failure in fulfillment of these needs may result in stress and storms, tension, frustration resulting in the creating of disappointment in life. Such situation may create problem and affect all section of people in life. Further, failing to understand the changes that go on in the body and mind often confuse them. They become the victim of the uncomfortable situation that frustrates their psycho-physical needs. Sympathetic and understanding attitude from the adults of the society may help to reduce the stress and storms of life and develop as a healthy adult.

Adolescence period has certain specific characteristics that distinguish it from other stage of development. These characteristics are as follows:

- a. Adolescence is the period of transition.
- b. It is the period of rapid changes in all aspects of development.
- c. It is considered as the age of problems. It is due to the changes and transitions in all types of development.
- d. Adolescents try to establish and search for new identity for themselves.
- e. It is the threshold of the next stage of development adulthood.
- f. It is the period during which human personality develops new dimensions
- g. Adolescence is the period of acquiring the attitudes and beliefs from effective participation in society.
- h. It is the period of sentiments of moral approval and disapproval.
- i. It is the stage where the signs of sexual maturity begin to occur.
- j. During adolescence period new interest in adult life and vocations develop.

4.4 Physiological Development during Adolescence:

Adolescence is the period of significant physical and physiological development. It is this period where considerable developments in both internal and external organs take place. 'Physiological development' refers to the development of the internal and external organs. The marked physiological changes that take place in adolescents' body are discussed below:

- a) **Change in height and weight:** The physical growth in adolescents' boys and girls spurt significantly. The growth in height varies from

one individual to another. Further, gender differences in height can be observed among adolescents' boys and girls. Body weight also follows a pattern similar to the height. It has been observed that at the age of 13 years adolescent girls are taller and heavier than the boys. But by the age of 15 years boys surpass the girls and they become taller and heavier than girls.

- b) **Bodily proportion:** With the increase in height and weight of the body, there are certain changes observed in the body proportion of the adolescent. The different parts of the body grow and develop at different rates and attain maturity at different times. The trunk areas broaden and lengthen at this stage. The pelvis bone of the girls broaden and their wrist become circular. The boys develop round shoulders. By the end of adolescence the length of the head become two times that at birth. During adolescence, the lips are filled in and the face becomes oval in size. The hip bones develop rapidly, the bones of the face develop so much during this stage that the face looks altogether different from what it was before. By 13/14 years of age the nose attains its full shape. But due to unusual growth of the nose and underdeveloped jaw line, the adolescents wrongly develop the notion that their faces are ugly.
- c) **Changes in voice:** Another commonly recognized feature of adolescents is the change in voice of boys and girls. These changes in voice are related to the pubertal changes in the adolescents. The voice of boys becomes hoarse and girls' become sweet during adolescence. These changes often effect the behaviour of the adolescents
- d) **Changes in internal organs:** In the adolescence period all the internal organs turn mature. The digestive system fully developes and the stomach grows in size. This often makes the adolescents feel hungry. The respiratory system also developes at this stage. At the age of 12/13, the final shape of the chest is formed. The lungs fully mature and grow in dimension. By 17 years, the girls obtain the full shape of their lungs while boys get it little later. The circulatory system also developes to maturity at this stage. During adolescence blood vessels grow in length, thickness and size. The heart in fact fully developes and mature at this stage. Brain is fully developed by the age of 18 years of age. These developments give more physical energy and vigour in them. Further these changes also bring the

sense of masculinity and femininity in the boys and girls respectively. Their behaviour, thought and attitude are moulded by accordingly.

- e) **Sexual development:** Bio-chemical changes in the organism bring fertility of the endocrine gland that gives effect to secretion of hormone. Reproductive system is attained at this stage and pubic hair develops in certain areas. The secondary sex characteristics develop during adolescence. Genital organs in boys increase in size while sex organs in girls attain maturity.

Check Your Progress

- Q1. Describe adolescence as a stage of 'stress and storm'?
- Q2. Discuss the physiological development of adolescence stage?

4.5 Mental Development during Adolescence:

Mental development or cognitive development in adolescence increase on many fronts. Mental development is the progression of thinking and reasoning. It is the kind of intellectual growth which adolescents achieve with the help of maturation, learning and education. During this period the adolescents develop advance reasoning skills, hypothetical thinking and use of logical thought process. It is in this period that adolescents develop the ability to think in abstract sense and also spiritually. Some of the characteristics of mental development are—

- a) **Increased ability to generalized facts:** The noticeable characteristics of mental development in adolescence is the increased ability to generalize the facts. The intellectual development in adolescents acquire the ability to generalize on conceptual level. They can also generalize in an abstract way.
- b) **Increased ability to understand:** There is an increase in the ability to see relationship and to solve problems of increasing complexity and difficulty. His/her depth of understanding develops and the adolescents can think the solution of more difficult problems.
- c) **Increased ability to deal with abstraction:** The adolescents can think not only in general terms but also in abstract terms to a greater degree than children. They can think in terms of symbols rather than concrete things. Ability to carry on abstract thinking is not a sudden development. It is relative in nature and the ability to comprehend and to communicate meaning in abstractional concepts is an important aspect of intellectual maturity in adolescents.

- d) **Development of memory and imagination:** The memory in adolescence develops tremendously with the growth of vocabulary. The adolescents can imagine a situation which is not physically present before them. The long term memory increases at this stage. They can retain facts for longer period of time. They can anticipate future needs and can plan for it. The idea of historical past and idea of time concept can be grasped by adolescents.
- e) **Ability to solve problem:** the ability to solve problems increases in adolescence. The adolescents can solve problems with the help of symbols. They are now able to deal with ideas that do not represent something in which a person is directly involved. The adolescents can solve and talk about national and international problems. They are mentally developed enough to deal with the events in a world that extends so far beyond their own immediate sphere of activity.
- f) **Increased ability to communicate with other persons:** The adolescents in any situation or with any person can communicate for hours on topic of their interest.
- g) **Ability to make decision:** The individual has to make many decisions in his daily life. Decision making ability is necessary for successful adjustment in life. A certain amount of independence in thinking, a certain freedom in exploring and in weighing alternatives that is involved in the kind of maturity that enables one to make decision of their own. The adolescents have the ability to think about their future. They can differentiate between ideals and the actual. They are reasonably objective in taking note of some of their weaknesses.

Thus mental development during adolescence begins with the ability to respond to simple stimuli and with the passage of time it acquires a complex nature of cognitive abilities.

4.6 Moral Development during Adolescence:

Moral consciousness appears to be very strong in the adolescence stage. Adolescents are expected to replace the specific moral concepts of childhood with moral principles and to formulate these into a moral code which will act as a guide to their behaviour. They must exercise control over their behaviour which was formerly controlled by parents and teachers. The adolescents in this stage believe that there should be flexibility in moral beliefs so as to modify and change moral standards. Individual at this stage conform to both social standards and to internalize the ideal in order to avoid self criticism. In

the adolescence stage, morality is based on respect for others rather than on personal desires.

In this stage, there are three major tasks in achieving morality among the adolescents. These tasks replace specific concepts with general moral concepts, formulating these newly developed concepts into a moral code as a guideline for behaviour and assuming control over one's own behaviour. During this adolescence moral sentiment helps the adolescents to distinguish between the right and wrong, truth and false, virtue and vice, desirable and undesirable, etc. They cannot tolerate any injustice or immoral activities committed by any member in the society. Such moral senses may make them God fearing persons and they may have the tendency to do everything in the name of God. The moral development during adolescence period can be discussed below:

- i. In adolescence period, children will no longer accept an unquestioning moral code handed down by their parents or teachers.
- ii. Adolescents build their own moral codes on the basis of the concepts of right and wrong, which they change or modify according to their own understanding and maturity level
- iii. In this stage, it has been found that some adolescents supplement their moral codes on the basis of the religious teaching.
- iv. During the adolescence stage, they find difficulties in building a moral code. It is due to inconsistency in standards for right and wrong that they encounter in daily life. It leads them to state of confusion and impedes their progress in building a moral code.
- v. In this adolescence stage, they discover that peers coming from different socio-economic, religious backgrounds have different moral codes. They also come across different moral codes of the parents and teachers toward them. They found that there exists a double standard towards traditional sex approved role and are more lenient towards boys than girls.
- vi. Adolescents in this stage feel that social lies that are told to avoid hurting others' feeling are sometimes justified.
- vii. Adolescents discover that certain patterns of behaviour are not only approved but even applauded for boys while they are harshly condemned for girls.

- viii. The adolescents in this stage control their own behaviour through the development of a conscience which is the inner force that makes external control ineffective.
- ix. In the adolescence period, adolescents learn to associate pleasant emotions with group approved behaviour and unpleasant emotions with group disapproved. Accordingly, the adolescents behave and adjust according to group standards and norms.
- x. Guilt and shame are present in the adolescents, who are mature. Guilt plays an important role than shame in controlling the individual's behaviour in absence of external control.

Check Your Progress

- Q3. Describe mental development during adolescence stage?
- Q4. Discuss moral development during adolescence stage?

4.7 Social Development during Adolescence:

Social development is essential for proper adjustment in the society. In adolescence the child enters in to a quite new field of social responsibilities. The society and parents place new demands upon him which sometimes confuse him and he fails to adjust successfully in his new role. The process of development of qualities which bring desirable changes in his social behaviour is referred to as social development. Adolescence is a period of rapid changes and adjustment. In the social sphere also it holds a greater significance. The peer group of boys is referred as gang while the group of adolescent girls is called clique. The social development at this stage has certain unique characteristics as follows:

- a. The most significant characteristic of social development is the increased influence of peer groups. The friends and peer groups often shape the behaviour of adolescent to a great extent. Their interest, attitudes and values are influenced by peers. The adolescent become self conscious of their place in the peer group as well as in the society. The adolescent desire that their peers should accept them and they should be respected. Therefore the adolescent conform to the norms of the peer group. The adolescent can do anything for the sake of pleasing their peers.
- b. Parents' attitude changes towards adolescent and they assign them with new responsibilities. They are taken into confidence on important matters of the family. In this stage their interest become specific and

they start identifying themselves with adults and try to do roles of them.

- c. Adolescence is marked with too much of consciousness regarding sex. Sexual development and the accompanying attraction for opposite sex. Adolescent boys and girls often hold the attraction towards each other through style, manner of talking, and other forms of social behaviour. They also try to seek friendship and even sexual relationship. In this way, the pattern of social behaviour of the adolescent is almost dominated by sexual needs and desires.
- d. During adolescence, group loyalty becomes very much significant. It does not confine itself to the gang only but extends to the school, the community, the province and to the nation. Cooperation reaches its peak during this period and the individuals are in a mood to sacrifice their own interest for the greater cause of the group, society and nation.
- e. Adolescence is also marked in the increase of friendly relationships. The nature of friendship maintained at this stage differs much from that of childhood. The adolescents choose friends of their own age, mental level and from the same socio-economic group. Their friendships are based on their common interest, hobbies and skills or the satisfaction of their mutual needs and subsequently tend to last longer than the friendships made in early childhood. It sometimes ties them into lifelong friendship.
- f. During adolescence emotional behaviour dominates the social characteristics and qualities of adolescents. An adolescent is highly sensitive, idealist and social reformer by nature. He feels strongly for the weak and under privileged people. He is always ready to do some sort of social and community service. At their stage the desire for reforming the social set up and removing social injustice is commonly found among the adolescents.
- g. Adolescents are socially very conscious and active. They develop the sense of social involvement and belongings in them. They strongly feel that they are the part and parcel of the society, having their rights and duties to give effective leadership in facing and solving the social problems. They try to understand the social customs and tradition, rules and laws, faith and belief and show loyalty and allegiance to them. A sense of patriotism also develops in their mind out of the social sense.

4.8 Influence of Family in Social Development:

Family plays a pivotal role in the social development of an individual. Family is the first place where the socialization of a child starts which has an everlasting influence on the life of an individual. Family has a great influence in the all round development in the aspects like physical, mental, emotional, social, moral, cognitive development, etc. The positive relationship among the family members act as a protection against the risky behavior, that can be, seen during the adolescence period. Although the relationship changes during the adolescence period but the continuity of family connections and strong emotional base is crucial for the positive development of adolescents.

The influence of family in social development can be highlighted in the points below:

- i. The family helps the adolescents to understand and realize the importance of supportive and healthy relationship with family members. It also makes the adolescents boys and girls to establish a healthy relationship with the society and community.
- ii. The influence of healthy relationship among the family members may act as a positive role model in the adolescents' life to face the conflicting situations and circumstances in relationship.
- iii. Family attitude and child rearing style plays an important role in social development of adolescents. The authoritative child rearing style involves acceptance and involvement and adopts appropriate autonomy given to the adolescents. It promotes high self esteem, academic achievement and social and moral maturity. It also helps to create a positive relationship between the parents and adolescents.
- iv. The influence of family can help the adolescent in developing self-esteem. The development of positive and healthy self-esteem helps the adolescent to be a positive and responsible adult.
- v. During adolescence period, the relationship between adolescents-parents changes and they realize that their wards are no longer children. Thus in their stage, parents give them more privileges and freedom at one hand and expect being more responsible on the other hand.
- vi. Adolescence is the period of accepting new values and norms. The adolescents have their own sets of values and norms which they develop and follow. During this stage, parents-adolescents relationship

can be made ease if the parents try to understand the adolescents and their new sets of values of the peer group.

- vii. The family does not accept and approve entirely the ideals and norms that the adolescents follow. But when the members of family make adjustment with the changing norms and ideals, the relationship between the parents and adolescents develop and the home become a pleasant place to live in.

4.9 Influence of Peer in Social Development:

Adolescents spend most of their time outside the home with members of the peer groups. These peer groups have a greater impact and influence on adolescents' attitude, speech, interest, appearance and behaviour than of the family. Peer group is the adolescents' real world which provides him a platform to try out himself and others. It is in the peer group that he continues to formulate and revise their concept of himself. The peer group offers the adolescents a world in which he may associate in an environment where the values are set by others of their same age. It is that society for the adolescents where they find supports for their efforts and also assume leadership according to their worth. 'Peer culture; which is the sum total of spontaneous social manifestation among age-mates. In fact the peer group is the major recreational outlet of the adolescents. Thus, peer group is of utmost importance for the adolescents to accept him and who he can depend upon.

Adolescence is the period where peers play an increasingly important role in the lives of the youth. They begin to develop friendship that are more intimate, exclusive and more constant than in earlier years. In many ways, these friendships become essential elements of social development. Peer groups plays important role in adolescence stage. The adolescents form groups, clubs, cliques, etc which have a positive effect and plays an important role in the socialization of the adolescents. They are quoted below-

- a. Influence of peer group provides the adolescents an opportunity to develop new friendship. They also get the opportunity to add new friends in their group and become intimate to each others.
- b. The peer group helps the adolescents to develop cooperation and team work tendency. Thus, further helps the adolescents in social development.
- c. The adolescents develop the social qualities and traits like friendship, loyalty, tolerance, etc. through the influence of the peer group. They remain loyal to the group members and get the opportunity to learn the social skills.

- d. The adolescents can develop leadership qualities with the help of the peer groups.
- e. They develop loyalty towards the group. The groups norms and values always come at first for them and they remain true and loyal to them.
- f. The peer group helps the adolescents in social adjustment. The new social environment that they face often put them in a confusing state of mind. Peers in such situation help the adolescents to adjust and adapt the new situations and social conditions. Thus, they acquire the adjustment capacity in social relationships.
- g. In the peer groups, adolescents develop their self-confidence and self esteem. They learn to depend on their ownself.
- h. Adolescents share and communicate a lot with the members of the peer group. These provide opportunities for the development of conversational power and enhance their communication skills.
- i. In the peer group the adolescent have opportunities to learn and develop social skill. Every member learns to live and adjusts with the group members of the peer groups. They also fulfill the needs of each other and thus provide a sense of social security of "belongingness".
- j. Adolescents along with the peer group members achieve status on their own merit based on the values developed by their age-mates.
- k. Peer group helps the adolescents to develop qualities needed for adult life.
- l. The hormonal changes in the adolescents and emotional upheaval sometimes lead them to a state of anxiety, depression and loneliness. Peers groups help the adolescents to escape from loneliness.
- m. The peer group members share and confide their problems and discuss the matters to solve the problems.
- n. Every adolescent has different talents and potentialities which should be expressed in a creative way. Peers group influences each other to express their creative talent and enhances for their future recognition.

Apart from these positive impacts, the peer group also has some negative influences on adolescents. Some of the negative influences are as follows:

- i. Under the influence of bad peer group, the adolescents indulge in smoking and drinking alcohol. Sometimes they indulge in such activities just to get acceptance from their peer group.
- ii. In some cases, adolescents are rejected by the peers who lead them to loneliness, low self esteem and depression.
- iii. Adolescents sometimes defy the existing social norms. They go against the social norms and indulge in anti social activities.

Check Your Progress

- Q5. Describe social development during adolescence stage?
Q6. Discuss the role of family in social development of adolescents?
Q7. Explain the role of peer group influence in socialization of adolescents.

4.10 Summing Up:

Adolescence is the period between childhood and adulthood of human life. It is the most crucial period in an individual life. It is the period of rapid changes not only in physical and cognitive aspect but also in the moral, social, spiritual attitude. It is the period of learning new things and developing new attitudes and outlooks towards different dimensions of life. It is the period of anxieties and worries; conflicts and complexities. This period is often considered as the spring of human life. Some people often consider it as a period of storm and stress. It is the critical stage of adolescents where all types of development are at its peak. Stanley Hall of America has described it as a "period of great stress and strain, storm and strife".

Adolescence period has certain specific characteristics that distinguish it from other stage of development. These characteristics are as follows:

- a. Adolescence is the period of transition.
- b. It is the period of rapid changes in all aspects of development.
- c. It is considered as the age of problems. It is due to the changes and transitions in all types of development.
- d. Adolescents try to establish and search for new identity for themselves.
- e. It is the threshold of the next stage of development that is adulthood.

Physiological development during adolescence: Adolescence is the period of significant physical and physiological developments. It is this period where considerable development in both internal and external organs take place. 'Physiological development' refers to the development of the internal and external organs. The remarkable physiological changes that take place in adolescents' body are discussed below:

- i. Change in height and weight
- ii. Bodily proportion
- iii. Changes in voice
- iv. Changes in internal organs
- v. Sexual development

Mental development during adolescence: Mental development or cognitive development in adolescence increase on many fronts. Mental development is the progression of thinking and reasoning. It is the kind of intellectual growth which adolescents achieve with the help of maturation, learning and education. During this period the adolescents develop advance reasoning skills, hypothetically thinking and use of logical thought process. It is in this period that adolescents develop the ability to think in abstract sense and also spiritually. Some of the marked changes are:

- i. Increased ability to generalized facts
- ii. Increased ability to understand
- iii. Increased ability to deal with abstraction
- iv. Development of memory and imagination
- v. Ability to solve problem
- vi. Increased ability to communicate with other persons
- vii. Ability to make decision

Moral development during adolescence: Moral consciousness appears to be very strong in this adolescence stage. Adolescents are expected to replace the specific moral concepts of childhood with moral principles and formulate these into a moral code which will act as a guide to their behaviour. They must exercise control over their behaviour which was formerly controlled by the parents and teachers.

In this stage there are three major tasks in achieving morality among the adolescents. These tasks replace specific concepts with general moral concepts, formulating these newly developed concepts into a moral code as

a guideline for behaviour and assuming control over one's own behaviour. During this adolescence moral sentiment helps the adolescents to distinguish between the right and wrong, truth and false, virtue and vice, desirable and undesirable etc. They cannot tolerate any injustice or immoral activities committed by any member in the society. Such moral senses may make them God fearing persons and they may have the tendency to do everything in the name of God.

Social development during adolescence: Social development is essential for proper adjustment in the society. In adolescence the child enters in to a quite new field of social responsibilities. The society and parents place new demands upon him which sometimes confuse him and he fails to adjust successfully in their new role. The process of development of qualities which bring desirable changes in their social behaviour is referred to as social development. Adolescence is a period of rapid changes and adjustment. In the social sphere also it holds a greater significance. The peer group of boys is referred as gang while the group of adolescent girls is called clique.

Influence of family in social development: Family plays a pivotal role in the social development of an individual. Family is the first place where the socialization of a child starts which has an everlasting influence on the life of an individual. Family has a great influence in the all round development in the aspects like physical, mental, emotional, social, moral, cognitive development, etc. The positive relationship among the family members, act as a protection against the risky behaviour that can be seen during the adolescence period. Although the relationship changes during the adolescence period but the continuity of family connections and strong emotional base is crucial for the positive development of adolescents.

Influence of peer in social development: Adolescents spend most of their time outside the home with members of the peer groups. These peer groups have a greater impact and influence on adolescents' attitude, speech, interest, appearance and behaviour than of the family. Peer group is the adolescents' real world which provides him a platform to try out himself and others. It is in the peer group that he continues to formulate and revise their concept of himself. The peer group offers the adolescents a world in which he may associate in a environment where the values are set by others of their same age. It is that society for the adolescents where they find support for their efforts and also assume leadership according to their worth. 'Peer culture' is the sum total of spontaneous social manifestation among age-mates. In fact the /peer group is the major recreational outlet of the adolescents.

- Feldman Robert S and Babu Nandita (2011): *Discovering the life span*; Pearson Education;India

Thus, peer group is of utmost importance for the adolescents to accept him and who he can depend upon.

4.11 Discussing the Questions from Check Your Progress

Answer 1: Refer to *Adolescence- its concept* of the study material

Answer 2: Refer to '*Physiological development during adolescence*' of the study material

Answer 3: Refer to '*Mental development during adolescence*' of the study material

Answer 4: Refer to '*Moral development during adolescence*' of the study material

Answer 5: Refer to '*Social development during adolescence*' of the study material

Answer 6: Refer to '*Influence of family in social development*' of the study material

Answer 7: Refer to '*Influence of peer in social development*' of the study material

4.12 Self Assessment Questions (SAQ)

Q1. Discuss how the peer group influences the social relationship of teenagers. Why do adolescents deviate from the accepted social norms?

Q2. Give an account of social development during adolescence. Discuss how family influences social development of adolescents?

4.13 References and Suggested Readings:

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UNIT 5
PERSONALITY DEVELOPMENT DURING
ADOLESCENCE

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- 5.1 Introduction
- 5.2 Objectives
- 5.3 Self-Concept
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 - 5.7.1 Causes of Juvenile Delinquency
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- 5.8 Summing Up
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- 5.10 Model Questions
- 5.11 Answer to Check Your Progress

5.1 Introduction

Personality development refers to the total development of qualities in an individual. It is organised pattern of behaviours and attitudes that makes an individual distinctive. It includes physical, psychological, social, emotional, aesthetic and moral characteristics possessed by an individual. But individuals at the adolescence period should be more realistic and they should have adequate knowledge about their abilities because, among all the stages, adolescence is the most crucial stage for shaping one's personality since all biological and psycho-chemical changes in the human body take place at this period. Personality development starts from early childhood to adulthood stage where self-concept, self-esteem, adjustment,

etc. are considered as very important. Therefore, in this unit, we will discuss the different aspects of personality development during adolescence which are –self concept, self esteem, personality deviation, adjustment problems and juvenile delinquency.

5.2 Objectives

At the completion of this unit, you will be able to-

- (i) Explain the meaning of Self-Concept.
- (ii) Explain the concept of self esteem during adolescence
- (iii) Recognise the causes of personality deviation during adolescence
- (iv) Describe the different types of adjustment problems of adolescents and
- (v) the concept of juvenile delinquency

5.3 Self-Concept

Carl Rogers and Abraham Maslow were the pioneer psychologists to establish the idea of self-concept in the field of psychology. Self-Concept is an idea or an image about what we have in ourselves. A child's view on itself about the potentials, qualities or characteristics is known as self concept. Simply, it refers to someone's own concept about himself or herself. It is the set of knowledge of a person about its own. What a person knows about himself or herself regarding the possession of all the characteristics, attributes, qualities, capacities, deficiencies, limits, values and maintaining relationships in society, is nothing but self concept. It is the reflection of the reactions of others towards the individual. But the thing is that the perception towards the self of a person changes with the maturity. There are various influencing factors which change the concept of self. 'Praise and blame', "rewards and punishment", "personality of the teachers", "roles we play", "our goals and objectives", etc. are more prominent among those. Knowing of "It is me" or answering to the question "who am I" is sufficient to explain this concept. Encyclopedia of psychology defined Self-Concept as totality of attitudes judgment and values of an individual relating to his behaviour abilities and qualities. Some other definitions of self-concept are given below.

According to **Jerschild (1960)**, it is a composite of a person's thought and feeling, his views of what he is, what he has been and what he might become and his attitude pertaining to his worth.

Burns in the year 1979 defined that self-concept is a psychological entity which includes our feelings, evaluations and attitudes as well as descriptive categories of ourselves.

Baumeister (1999), defines Self-Concept as- "The individual's belief about himself or herself, including the person's attributes and who and what the self is".

Carl Rogers said that one's self-concept influences how one regards both oneself and one's environment. The self-concept of a mentally healthy person is consistent with his or her thoughts, experiences, and behaviour.

Woolfolk, in the year 2001 stated that "Self-Concept is defined as the value that an individual places on his or her own characteristics, qualities, abilities, and actions."

So, from the definitions cited above, it becomes clear that self-concept represents an individual's inner world. It refers to the impression or image of a person as perceived by him or by others.

Stop to Consider

- Carl Rogers and Abraham Maslow were the pioneer psychologists to establish the idea of self concept in the field of psychology.
- What a person knows about himself or herself regarding the possession of all the characteristics, attributes, qualities, capacities, deficiencies, limits, values and maintaining relationships in society, is nothing but self concept.
- Self concept is an idea or an image about what attributes we have in ourselves.

Key Differences between Self-Concept and Self-Esteem

There is a difference between self-concept and self-esteem though they are used by common people interchangeably. Self-concept is knowing and understanding ourselves. It refers to the mental understanding about our own existence. Self-esteem is an important part of self-concept. It stands for a disposition that a person has and represents also the person's judgment of its own worthiness. Self-esteem is always meant for the magnitude or the extent to which we like to accept or value ourselves. The main difference between self-concept and self-esteem lies at the addition of feelings. Self-concept is simply the informational side of things, where you know the facts about what you are like. Self-esteem is how

you feel about those things you know, like whether you enjoy the fact that you are talkative at parties (high self-esteem) or you think that you are annoying and need to learn to maintain silence sometimes (low self-esteem). There are varieties of self-esteem effects that can come from the self-concept. In a nutshell, we can say that self-esteem is the affective position of the self; whereas self-concept is the cognitive part of the self.

General Determinants/Components of Self –Concept

According to Carl Rogers, Self-concept has three main determinants-

- (a) Self-image or the view you have of yourself.
- (b) Self-esteem or self worth means how much value you place on yourself and
- (c) Self-confidence or ideal self means what you wish you were really like that. It is a behavioural component.

Some other psychologists want to classify the components in different ways. According to them, the components of self-esteem are- (a) The perceptual (b) The conceptual and (c) The attitudinal.

The first component refers to the image, the person has of his body and the impression he makes on others. The perceptual component is also called the "Physical self- concept".

The conceptual component is related to a person's conception of his distinctive characteristics, his abilities and disabilities, his original background and his future. It is also called as the "psychological self-concept". This psychological self-concept is the composition of the different dispositions like- honesty, independence, courage and their opposites.

Again the third determinant that is the attitudinal component means the feelings of a person about himself or herself, his attitudes about his present status and future prospects, his feelings about his worthiness and his attitudes of self esteem, self approach, pride and shame. It also includes the components of beliefs, values, ideals, aspirations and commitments at adulthood period.

Conditions that Influence the Self-Concept of Adolescents

- a. **Age Maturing:** Children who get maturity early are normally treated like adults. It helps them to develop favourable self-concept. But children experiencing late maturity feel inferiority

complex and misunderstood which may lead to maladjusted behaviour.

- b. **Physical Attractiveness:** Any kind of physical disability adds to embarrassment of an adolescent and it may develop negative kind of self-concept.
- c. **Appropriateness in Sex:** If there is anything wrong in sex appropriateness, it makes adolescents too much conscious and they develop negative kind of behaviour towards self.
- d. **Family Relations:** Adolescents very often like to identify themselves with their senior family members. So the kind of relationship their family members show influence on the development of self-concept.
- e. **Ridiculous Names and Nicknames:** Ridiculous names and nicknames mostly make embarrassment of the young adolescents which develop unfavorable self-concept.
- f. **Peers:** Self concept of adolescents is very often influenced by what their peer groups think, believe and approve.
- g. **Support and encouragement for Creativity:** Support and encouragement for creative ideas in play and academic activities lead to develop favourable kind of self concept among adolescents and it influences on personality pattern.
- h. **Level of Aspiration:** Realistic and adequate level of aspiration is always necessary for more success and success leads to grow positive self-concept.

Types or Classification of Self –concept

Research studies have categorized self-concept into four categories which are mentioned below-

- (1) Perceived self-concept
- (2) Ideal self-concept
- (3) Real self-concept
- (4) Social self-concept

Psychologist William James for the first time suggested the perceived self-concept category. Its name signifies what a person thinks what he is,

or when he referred to “self- he hopes he now is” and the “self- he fears he now is”. Such type of self-concept may be either positive or negative depending upon the time and situations. Normally perceived self-concept is influenced by the recent experiences or by some emotional state of affairs. Real self concept is a person’s concept of what he really is. Social self-concept is based on others’ comment and believes about a person’s actions and behaviours. As for example, if a child is consistently told that he is “naughty”, then he will develop a concept of naughty child itself. Again, the ideal self concept is formed by the perceptions of what a person believes he ought to be. Ideal self concept may be realistic or may be unrealistic.

Check your Progress

Q1. Give any one definition of self-concept.

Ans :

Q2. Write the main point of differences between Self-concept and self esteem.

Ans:

5.4 Self-Esteem

American psychologist and philosopher William James, in the year 1890, used the concept of self-esteem for the first time. Generally, it is a desirable or undesirable orientation towards one’s self. Self-esteem refers to a person’s general attitude about himself or herself. It is the perception of a person towards self, means to what extent he or she can accept or approve of him or herself or how much the persons value themselves. It is the affective position of the self which comprises of thoughts, beliefs and ideas about one self. It means the extent to which you value yourself. Self-esteem is also known as self-worth. It is nothing but the extent to which we like to 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 a negative view of ourselves. If there is a greater the difference between self-image and ideal self, then it will automatically lower the self-esteem of that individual. Webster’s Dictionary (in 1994) defines self-esteem as “satisfaction with oneself”. Abraham Maslow lays esteem needs at the fourth level in his hierarchy of human needs and emphasised that the need for self esteem is need for personal worth along with feeling of accomplishment and prestige.

According to Carl Rogers, Self-concept comprises of three components

which are self image, self esteem and self confidence. So, from this point of view, self esteem is one of the basic components of self concept. To have a clear concept of self-esteem, a few definitions are given below-

William James defined it in terms of ratio. According to James, **Self-esteem = Successes/preensions**. This formula says that self-esteem rises at the accumulation of successes and at reducing of preensions.

Rosenberg in 1965 defined self-esteem as, "totality of individual's thoughts and feelings with reference to himself as an object. It is a favorable or unfavorable attitude toward a self, which is measured by a self-report testing."

Sedikides & Gregg (2003) defined that self-esteem refers to a person's subjective appraisal of himself or herself as intrinsically positive or negative.

Psychologist Abraham Maslow suggested two types of esteem needs related to self- the first was need for respect from others and the second one is need of self-respect. According to Maslow, self-esteem means self-respect and it entails competence, confidence, mastery, achievement, independence, and freedom. Respect from others entails recognition, acceptance, status, and appreciation.

Rosenberg said that self-esteem can be divided into two categories- "global" Self-Esteem and "specific" Self Esteem. Global self esteem refers to the degree to which people like them as a whole, while specific self-esteem refers to the degree to which people like a specific part of them. Psychologist Nathaniel Branden in the year 1969 defined self-esteem from a point of view of one kind of relationship between one's competence and one's worthiness. The definition given by Branden explains, "self-esteem as the outcome of dealing with hurdles or challenges by human being in a worthy or respectable way and doing so consistently over time". This two-factor relationship definition is a balanced definition which seems to be capable of dealing with limits of defining self-esteem primarily in terms of competence or worth alone. In this definition, following primary properties of self-esteem are found:

- It is a basic human need. Self-esteem makes an essential contribution to the life process of persons and is inevitable to normal and healthy self-development, and has a value for survival.
- Self-esteem is an automatic and inevitable consequence of the totality of individuals' choices in using their consciousness.

- Self-esteem is something experienced as a part of self-concept. It can be said as background of all the individual's thoughts, feelings, and actions.

Self Asking Questions

Q1. Do you think that much more difference between self-image and ideal self leads to lower level of Self esteem? Give reasons in support of your answer. (Write within 200 words)

.....

.....

.....

Determinants or Factors of Self-esteem

Self-Esteem in case of a person is the combination of several determinants which are-

- (1) **Concept:** It refers to dispositions, social identity elements, and physical characteristics of the person
- (2) **Direction:** Direction means the positive or negative attitudes or high or low self esteem of a person
- (3) **Intensity:** It refers to the power or strength of feelings
- (4) **Salience:** It signifies the importance or consciousness of an attitude
- (5) **Consistency:** Consistency is one kind of dependability
- (6) **Stability:** Stable versus shifting self-attitudes determines a lot in the formulation of self-esteem
- (7) **Clarity:** It means unambiguous versus blurred self-attitudes also influences upon a person's self-esteem
- (8) **Accuracy:** true or false self-attitudes

Check your Progress

Q3. "Self esteem = Successes/Pretensions". Who said this?

Ans:.....

Q.4. Mention five determinants of Self-esteem.

Ans:.....

5.5 Personality Deviation

Deviation means divergence or variance from commonness or normal standard. A person who has sunk below the normal standard of any dimension of his different bio-logical or psychological properties, then personality deviation occurs. When a person deviates from normal properties of personality, then it is called personality deviation. It is the deviation of personality of a person from normal. If a person shows variation from commonly established ways of personality, then it can be defined as personality deviation. It refers to a person's offensive or act of a sin in his behaviour.

In broader sense, personality deviation can be defined as a way of thinking, feeling and behaving which makes deviations from the expectations of the culture, causes distress or problems functioning, and lasts over time.

Stop to consider

- When a person deviates from normal properties of personality, then it is called personality deviation
- In broader sense, personality deviation can be defined as a way of thinking, feeling and behaving which makes deviations from the expectations of the culture, causes distress or problems functioning, and lasts over time.

Causes of Personality Deviation:

There are lots of causal factors behind personality deviation and all those factors can be classified under three heads-

- (a) Hereditary factors:** Hereditary factors contribute a lot on personality deviation. It is nothing but the deviations from normal personality behaviour carried out generation after generation by genes.
- (b) Physiological factors:** The main physiological factor of personality deviation is brain damage. Because of severe type of brain injury, a person's central nervous system affects personality deviation.
- (c) Environmental factors:** The environmental factors of personality deviation are-
 - (i) Pre-matured delivery

- (ii) Malnutrition
- (iii) Insufficient experience
- (iv) Simulation

Self Asking Questions

Q1. "Personality deviation happens because of a number of factors." Explain the statement within 200 words mentioning the causal factors of personality deviation.

.....
.....

5.6 Adjustment Problems of Adolescents

Adjustment is one kind of behavioural process which maintains balance between needs and challenges in the environment. It is a process of balancing conflicting needs or needs against obstacles in a particular situation. Researches have proven that factors like education and occupation of parents, cohesion, conflict, control, intellectual and cultural orientation and independence in the family environment significantly influence adolescents' adjustment.

Due to the various types of bio-chemical changes experienced by a child at the time of getting puberty, there is a sense of uneasiness and the child suffers from various problems. In fact, all the problems create a state of imbalance which leads to adjustment problems for the young adolescents. The common adjustment problems of adolescents are described in the following way-

(A) Adjustment Problems related to Learning Environment

- Problem of Interest in learning the courses in school is a very common problem among the adolescents. Here teachers' unattractive teaching method, undemocratic behaviour in the classroom and negative attitude by the class teacher supplies fuel to create more and more adjustment problem.
- Problem of proper study schedule means at this transitional period mind becomes more unstable concentration deficiency may happen. So, too much of rigidity or maximum flexibility in study schedule, both may create adjustment problems among adolescents.

- Problem of insufficient study habits also leads to adjustment problem. They cannot adjust with the classmates because of improper or insufficiency of knowledge in concerned subjects. So, inferiority complex occurs and it gives stress to the adolescents.
- Problem in adjusting with rules and regulations in school imposed by authority. During this period, students become more creative with regard to their thought, ideas and activities. So, they often tend to violate rules and regulations imposed to them by their authority just for the sake of their creations.

(B) Adjustment Problems Related to Bodily Changes

- Problems of adjustment because of emotional changes experienced by adolescents are very common. They tend to feel overly emotional (blame it on the hormones). Just about anything and everything can make them happy, excited, mad or angry. Adolescent girls are vulnerable to crying. Mood swings are common among teenage boys and girls.
- Adjustment problem with sexual development. Adolescence is the age when sexual feelings arise in youngsters. Feelings and thoughts about sex can trigger a sense of guilt.
- Problem of shyness because of voice change

(C) Problem related to Emotional and Behavioural Adjustment

- Aggression and anti social behaviour like violence, delinquency
- Depression, withdrawn behavior, and somatic complaints: Several longitudinal studies have suggested that anxious or depressed children tend to experience major depression later in adolescence period.

(D) Vocational and Social Adjustment problem

- Anxiety about future income
- Problem of asking for pocket money:
- Problems dealing with others morality: At this stage, they are

keenly aware of the problems of morality and they become too much conscious about the society's values and social norms. Therefore, in most of the time it creates adjustment problems to them.

Check your Progress

Q5. Discuss the various types of adjustment problems of adolescents in teaching learning environment.

Ans.....
.....

Write in brief the vocational and social adjustment problems of adolescents.

Ans.....
.....

5.7 Juvenile Delinquency: Concept and Characteristics

At present, 'Juvenile delinquency' is becoming one of major serious problems across the globe. It can be said it is as the curse of advancement due to science and technology. In India also it is rapidly becoming a serious menace with the progressive industrialization and expansion of internet service. Simply, it refers to a kind abnormality carried out by children, normally at teenage. It can be defined as a type of abnormal or antisocial behaviour by a juvenile who is below age specified by the law of that particular country. Oxford dictionary defines delinquency as a minor crime, especially that committed by young people. It is a kind of abnormal behaviour shown by younger people. Every country has its own clear cut definition of the age range covered by the word "Juvenile". Different persons have defined it in various ways. A few definitions are given below-

According to Cole, "The juvenile delinquent is that individual in whom destructive drives are strong, conscience is weak and the ego is based upon immediate pleasure without respect to the generally accepted norms of behaviour."

Psychologist Healy states that, "a child who deviates from the social norms of behaviour is called a juvenile delinquent".

Cyril Burt said, "A child is technically delinquent when his anti-social tendencies appear so grave that he becomes or ought to become the subject of official action."

According to Dr. Sethna, "Juvenile delinquency involves wrong doing by a child or a young person who is under an age specified by the law of the place concerned."

Niemeyer said, "A delinquent is a person under age who is guilty of anti-social act and whose misconduct is an infraction of law."

Stop to Consider

- Simply, juvenile delinquency refers to a kind abnormality carried out by children, normally at teenage. It can be defined as a type of abnormal or antisocial behaviour by a juvenile who is below age specified by the law of that particular country.

Oxford dictionary defines delinquency as a minor crime, especially that committed by young people

Identification of a juvenile delinquent is possible with the help of the following characteristics-

- (a) Running away from home without taking permission from parents or guardians.
- (b) Truancy of child at the uncontrollable level for parents
- (c) A delinquent is always seen as non-cooperative or defiant, hostile and non-submissive to authority.
- (d) He or she is observed as less methodical in approach.
- (e) Sending time idly beyond limits during the adolescence stage
- (f) Involvement in early sex related activities or rap cases
- (g) Often use of slang or vulgar languages
- (h) Wandering about rail stations, market places, cinema halls, streets without any good purpose.
- (i) Visiting all kinds of gambling centres
- (j) Shop lifting or stealing etc.
- (k) Playing the dangerous games online like, "Blue whale" leading to commit suicide

Check your Progress

Q.7. How can you identify a juvenile delinquent? Give five points.

5.7.1 Causes of Juvenile Delinquency:

Juvenile delinquency happens due to a large number of causes. All the causes fall either under social or environmental factors or Personality factors comprising of heredity and biological dispositions. In general, the causes of juvenile delinquency are-

- (i) Broken home is the first cause of delinquency. Researches show that broken home due to divorce or absence of loving mother in childhood contributes to the highest rate of delinquency.
- (ii) Lack of parental affection and security leads to delinquency. If a child feels insecure and deprives of parental love in childhood, then he may become an easy victim of antisocial influence.
- (iii) Defective rules and regulation both in family as well as in the school is a cause of juvenile delinquency. Too much of strict discipline create an environment of dissatisfaction among children and then they can go for revolt against it.
- (iv) Extreme Poverty is also one of factors of delinquency though it cannot be generalized. In most of the time due to poverty both the parents go outside home for a long period of time keeping the child alone. It happens more particularly in slum areas. In such situation, child knowingly or unknowingly joins the hands with gangsters and become delinquent
- (v) Crowded families where parents cannot give proper attention to children may cause delinquency.
- (vi) Unhealthy physical environment in School like over -crowded classroom, lack of proper accommodation all these lead to unhealthy physical environment in school and it contributes largely to delinquency
- (vii) Unsuitable curriculum which has less practical value creates frustration among adolescents. So it leads to happening of delinquency.
- (viii) Defective method of teaching by teacher in school causes harm

to children. Students get hurt if teachers are undemocratic and show unequal behaviour in class.

- (ix) Wrong attitude of teacher in school can destroy the life of an honest student.
- (x) Corruption at various levels contributes a lot towards juvenile delinquency.
- (xi) Class conflict in society is also one of most harmful factor of juvenile delinquency
- (xii) Films and pornographic Literature influence negatively in the immature mind of children.
- (xiii) Mental deficiency means low I.Q. children are not able to judge right or wrong, good or bad. So, they do not have insight for the wellbeing of the society and indulge themselves in the delinquent activities.
- (xiv) Emotional maladjustment and mental troubles are strong factors in juvenile delinquency.

Check Your Progress

Q8. Enumerate the concept of juvenile delinquency.

Ans.....
.....

Q.9 Write any five causes of juvenile delinquency.

Ans.....
.....

5.7.2 Classification of Juvenile Delinquency

Regarding the classification of juvenile delinquency, different authors have suggested different types which are listed below-

Wikipedia classifies Juvenile Delinquency as-

- Crimes committed by minors and that are normally dealt with by the juvenile courts and justice system.
- Criminal behaviour or crimes that are dealt with by the Criminal justice system.

- The third category is named as status offences which are only classified as such because one is a minor, such as truancy.

5.7.3 Remedial Measures of Juvenile Delinquency

Experts suggest two popular methods to deal with problem of juvenile delinquency. One is Preventive method and the other is Curative or Rehabilitative method. The three agencies-family, school and the society should have the major responsible role in handling the delinquents applying any one of the methods. The role of all these three agencies to check delinquency are discussed below-

(A) Role of the Family

- (i) Parents should understand their children, their mental as well as physical potentials, urges and emotions.
- (ii) Parents must create a better family environment at home for the sake of their child. They should look to all the requirements of the child.
- (iii) Avoidance of all kinds of unhealthy atmosphere like quarrels among family members, rivalries, rejection to child, divorce between parents, over protection to child is must.
- (iv) Preventive measures should be taken whenever the child starts to behave abnormally.
- (v) Help of specialists should be sought when the case cannot be handled by parents.
- (vi) Development of a healthy atmosphere maintaining proper discipline is necessary to reduce juvenile delinquency.

(B) Role of the School

- (i) Establishing child guidance clinic inside the school campus with the purpose of delinquency control.
- (ii) Giving proper training to the staff members and teachers in school to create a positive healthy environment for right attitude development among children. For this purpose, group activity, group games, scout and guide services etc. are more helpful.
- (iii) Spotting potential delinquents in the school by the application of

predictive tests and necessary arrangement should be done to give appropriate treatment to such children.

- (iv) Method of teaching should be reformed with high motivational techniques and proper use of audio-visual aids.
- (v) Developing a sympathetic attitude by teachers and an environment for creative and constructive activities should be promoted.
- (vi) The school has its diagnostic function also. For this purpose, medical examinations to check disability, mental tests to know I.Q. level and personality traits, achievement test to know scholastic level etc. should be arranged.
- (vii) Provision of proper supervision regarding the gangs and their activities in the campus and outside the campus.

(C) Role of the Society

- (i) Main role of Government is to take legislative measures time to time for the rehabilitation of the delinquents.
- (ii) Government should take necessary steps to improve the social environment in slum areas, busy market places, gambling centres, etc. to prevent adolescents from being polluted.
- (iii) Judicial system should take necessary steps for the suppression of immoral acts by young girls and for suppression of prostitution.
- (iv) NGOs and Voluntary organizations should come forward for helping disturbed parents to realise the importance of giving proper care, love and attention to the needs of their young children.

Self Asking Questions

Q1. Do you think that family can check juvenile delinquency in different ways? How?

.....
.....

5.8 Summing Up

- Adolescence is the most crucial stage for shaping one's personality since all biological and psycho-chemical changes in

human body take place in this period. So, development of personality of an adolescent includes physical, psychological, social, emotional, aesthetic and moral characteristics.

- A person's view on itself about the potentials, qualities or characteristics is known as self concept. Simply, it refers to someone's own concept about himself or herself. It is the set of knowledge of a person about its own.
- Self-esteem is an important part of self-concept. It stands for a disposition that a person has and represents also the person's judgment of its own worthiness.
- Factors of personality deviation can be classified under three heads- hereditary factors, physiological factors and environmental factors.
- The common adjustment problems of adolescents are related to learning environment, vocational and social adjustment, emotional and behavioural adjustment and adjustment related to bodily changes.
- Juvenile delinquency refers to a kind abnormality carried out by children, normally at teenage period. It can be defined as a type of abnormal or antisocial behaviour by a juvenile who is below age specified by the law of that particular country.
- Broken home, lack of parental love, unhealthy physical and social environment impacts a lot on the juvenile delinquency.

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5.10 Model Questions

(Short Answer Type Question)

1. Define self-concept.
2. Enumerate the concept of self-esteem.
3. Differentiate between self-concept & Self-esteem.
4. Write briefly on personality deviation
5. What is meant by adjustment?
6. What is delinquency

(Essay Type Question)

1. Explain in brief the classification of Self-concept. What are the conditions that influence the adolescent's self-concept?
2. Elaborate the various adjustment problems of adolescents.
3. Illustrate the various causes of juvenile delinquency. Describe the role of family and school in checking delinquency in the adolescents.

5.11 Answer to Check Your Progress

Ans. to Q. No. 1. Jerschild said, "Self-concept is the composite of a person's thought and feeling, his views of what he is, what he has been and what he might become and his attitude pertaining to his worth."

Ans. to Q. No 2. Self-concept is different from self esteem in the following points-

- (i) Self-concept is nothing but how we know and understand ourselves. It refers to the mental understanding about our own existence. But self-esteem is an important part of self-concept.
- (ii) Self-concept stands for a disposition that a person has and represents also the person's judgment of its own worthiness. But, self-esteem always meant for the magnitude or the extent to which we like to accept or value ourselves. The main difference between self-concept and self-esteem lies at the addition of feelings.

Ans. to Q. No 3. William James said that Self-esteem = Successes/
Pretensions.

Ans. to Q. No4. Five determinants of self esteem are- (i) Concept (ii)
Salience (iii) Consistency (iv) Direction and (v) Clarity

Ans. to Q. No.5. Adjustment Problems related to Learning Environment

- Problem of Interest in learning the courses in school is a very common problem among the adolescents. Here teachers' unattractive teaching method, undemocratic behaviour in the classroom and negative attitude by the class teacher supplies fuel to create more and more adjustment problem.
- Problem of proper study schedule. Too much of rigidity or maximum flexibility in study schedule, both may create adjustment problems among adolescents.
- Problem of insufficient study habits leads to inferiority complex and it gives stress to the adolescents.
- Problem in adjusting with rules and regulations in school imposed by authority

Ans. to Q. No 6. The Vocational and Social Adjustment problems of adolescents are-

- Anxiety about future income
- Problem of asking for pocket money
- Problems dealing with others morality. At this stage, they are keenly aware of the problems of morality and they become too much conscious about the society's values and social norms. Therefore, in most of the time it creates adjustment problems to them

Ans. to Q. No 7. Identification of a juvenile delinquent is possible with the help of the following characteristics-

- (a) Running away from home without taking permission from parents or guardians.
- (b) Truancy of child at the uncontrollable level for parents
- (c) A delinquent is always seen as non-cooperative or defiant, hostile and non-submissive to authority.

(d) He or she is observed as less methodical in approach.

(e) Sending time idly beyond limits during the adolescence stage

Ans. to Q. No8.

Juvenile delinquency refers to a kind abnormality carried out by children, normally at teenage. It can be defined as a type of abnormal or antisocial behaviour by a juvenile who is below age specified by the law of that particular country.

Ans. to Q No.9. Five causes of juvenile delinquency are-

- (i) Broken Home
- (ii) Lack of parental love and security
- (iii) Unhealthy physical environment where children get the chance of enjoying films and pornographic Literature.
- (iv) Corruption at various levels contributes a lot towards juvenile delinquency.
- (v) Class conflict in society is also one of most harmful factor of juvenile delinquency.

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