

# **INTRODUCTION**

# CHAPTER I

## INTRODUCTION

### 1.0 Introduction

The word adolescence is Latin in origin, derived from the verb *adolescere*, which means “to grow into adulthood”. In all societies adolescence is a time of growing up, of moving from the immaturity of childhood into the maturity of adulthood. Adolescence is a period of transitions: biological, psychological, social, economic. It is an exciting time of life. Individuals become interested in sex and become biologically capable of having children. They become wiser, more sophisticated, and better able to make their own decisions. Adolescents are permitted to work, to get married, and to vote. And eventually, adolescents are expected to be able to support themselves financially.

Development during adolescence as involving a series of passages from immaturity into maturity. Some of these passages are long and some are short; some of them are smooth and others are rough. And all of them occur at same time. Consequently, it is quite possible—and perhaps even likely—that an individual will mature in some respects before he or she matures in others. The various aspects of adolescence have different beginnings and different endings for every individual. Every young person is a child in some ways, and adolescence in other ways, and an adult in still others.

### 1.1 Early, Middle, And Late Adolescence

Social scientist who study adolescence usually differentiate among **early adolescence**, which covers the period from about age 11 through the age 14, **middle adolescence**, from about age 15 through age 18, and **late adolescence** ( or youth, as it is sometimes known ), from about age 18 through age 21 (Kagan and

Coles, 1972; Keniston. 1970; Lipsitz,. 1977 ). These divisions as we may guessed, correspond to the way in which our society groups young people in educational institutions; they are the approximate ages that customarily mark attendance at middle or junior high school, high school and college.

## 1.2 The Fundamental Changes Of Adolescence:-

According to Hill, there are three features of adolescent's development that give periods its special flavor and significance:

(1) The onset of puberty

(2) The emergence of more advanced thinking abilities,

(3) The transition into new role in society. We refer to these three sets of changes-biological, cognitive, and social –as the fundamental changes that occur universally; virtually without exception ,all adolescents in every society go through them.

### 1.2.1 Biological Transitions

The chief element of the biological changes of adolescence –which together are to as **Puberty** –involve changes in the young person's physical appearance ( including breast development in girls ,the growth of facial hair in boys, and a dramatic increase in height for both sexes ) and the attainment of reproductive capability-the ability to conceive children ( Brooks-Gunn and Reiter, 1990 ).

### 1.2.2 Cognitive Transitions

The word **cognitive** is used to refer to the process that the underline how people think about things. Memory and problem solving are both examples of cognitive processes. The emergence of more sophisticated thinking abilities is one of the most striking changes to take place during adolescence. Individuals become able to think in logical ways about what their lives will be like in the future ,abouttheir

relationships with their friends and family, and about politics, religion , and philosophy.

### **1.2.3 Social Transitions**

All societies distinguish between individuals who re thought of as children and those who are seen as ready to become adults. Or society for example distinguishes between people who are underage or minors, and people who have reached the age of majority. It is not until adolescence that individuals are permitted to drive, marry and vote. Such changes in rights, privileges and responsibilities constitute the third set of fundamental changes that occur at adolescence: social changes. In some cultures the social changes of adolescence are marked by a formal ceremony- a rite of passage. In others the transition is less clearly demarcated. Still a change in social status is a universal feature of adolescence (Ford and Beach 1951)

### **1.2.4 Psychological Development During Adolescence**

Five sets of development concern are paramount during adolescence: identity, **autonomy**, **intimacy**, **sexuality** and **achievement**. These five sets of psychological issues , as well as certain psychological problems that may arise at adolescence , constitute the third, and final framework .Theorists use the word psychosocial to describe aspects of development that are both psychological and social in nature. Sexuality, for instance , is a psycho social issues which involves psychological change that is change in individual's emotions, motivation and behavior. As well as changes in individual's social relations with others. Of course identity, autonomy, intimacy, sexuality and achievement are not concerns that arise for the first time during the adolescent years and psychological os social problems can and do occur during all periods of life cycle. Nor do psychosocial concerns disappear when the adolescent becomes an adult, This five sets of issues are present throughout the entire life span, from infancy to late adulthood.

### **1.3.0 THE PSYCHOSOCIAL ISSUES AND PROBLEMS OF ADOLESCENCE**

### **1.3.1. Identity**

At adolescence, a variety of important changes in the realm of identity occur (Harter 1990). Adolescents may wonder who he or she really is and where he or she is headed (Erickson 1968). Coming to terms with these questions may involve a period of role experimentation- a time of trying on different personalities in an attempt to discover one's true self. The adolescent's quest for identity is a quest not only for the personal sense of self, but for recognition from others and from society that he or she is a special and unique individual.

### **1.3.2. Autonomy**

Adolescents' struggle to establish themselves as independent, self-governing individuals in their own eyes and in the eyes of others is a long and occasionally difficult process not only for young people but for those around them too.

### **1.3.3. Intimacy**

During adolescence important changes take place in the individual's capacity to be intimate with others, especially with peers. Friendship emerges for the first time during adolescence that involve openness, honesty, loyalty and exchanging confidences, rather than the mere sharing of activities and interests (Sevin and Williams and Burndt 1990). Dating takes on increased importance and as a consequence so does the capacity to form a relationship that is trusting and loving.

### **1.3.4. Sexuality**

Sexual activity generally begins during the adolescence years. Becoming sexual is an important aspect of development during adolescence-not only because it transforms the nature of relationship between adolescents and their peers but also because it raises for the young person or range of trying and difficult questions.

### **1.3.5. Achievement**

Changes in individuals' educational and vocational behavior and plans. Important decisions – many with long term consequences – about schooling and careers are made during adolescence. Many of these decisions depend on adolescents' achievement in schools, on their evaluations of their own competencies and their capabilities, on their aspirations and expectations for the future, and on the direction and advice they receive from parents, teachers, and friends (Henderson and Dweck, 1990 )

### **1.3.6. Psychological Problems**

It includes problems related to adolescence typically associated to them: drug and alcohol use, delinquency, depression, and eating disorders.

### **1.4.0 THE CONTEXT OF AOLESCENCE**

In modern society there are main context that affect the development and behavior of young people: families, peer groups, schools, and work and leisure settings. The nature and structure of these contexts dramatically affect the way in which the fundamental changes of the adolescence are experienced .To the extent that one adolescents' world differs from another's, the two young people will have very different experiences during the adolescent years.

#### **1.4.1 Peer Group**

Over the last 100 years, age segregated peer groups- groups of people of the same age who spend most of their time together- have come to the play an increasingly important role in the socialization and development of teenagers. (Brown, 1990 ). But has the rise of peer groups been a positive or negative influence on young people's development?

## 1.4.2 Schools

The study of schools is important to social scientists in policy makers who are interested in influencing adolescents development, because it is through educational institutions that the greatest number of young people can mostly be reached. Since the 1930s, Americans have turned more and more to schools as a setting to occupy , socialize , and to educate adolescents ( Entwistle,1990 ).

## 1.4.3 Workplace

If you been to a fast food restaurant lately, you know that many of the today's teenagers are working. But did we know that more adolescents are working now than at any other time in the last forty years ( Green Berger and Steinberg, 1986 ).It is important to take into consideration the world of adolescents work and how part time jobs are affecting young people's psychological development and well being.

## 1.4.4 Family

Frequent moves, high rates of divorce, increasing number of single-parent households , and more and more working mothers have become characteristics of family now a days.

“Parents have become so convinced that educators know what is best for their children that they forget that they themselves are really the experts.”

-Marian Wright Edelman

“When parents become involved, children do better in school, and they go to better schools.”

- Anne T.Henderson

Parental involvement in the form of ‘at home good parenting has a significance positive effect on children's’ achievement and adjustment even after all other factors shaping attainment have been taken out of the equation .-Charles Derforges,2003 in DFES Research report 433

Today's children are fundamental to society because they are for our future; they hold the key to change, and in turn to a successful future, in their hands. Therefore, it is society's duty to provide them with a complete education that teaches them how to question what is in front of them, how to be catalyst of change.

This education starts with what children learn from parents and from what they learn in the few years of their lives. In his research, William Teal concludes that home background plays a significant role in young child's orientation to literacy and education but home background is complex of economic, social, cultural and even personal factors. (1993)

In the eyes of many, the American family by 1990 had become an endangered species, and the children and adolescents were bearing the costs of the family's demise. According to some observers, the all-too-familiar problems of young people—low achievement test scores, high rates of alcohol and drug use, sexual precocity, violence in the schools—were due to the progressive fragmentation of the family (e.g., Unlenberg and Egebeen, 1986). There is no question that in America and in many comparably industrialized countries, the family has undergone a series of profound changes during the past quarter. Rising rates of divorce, increase in maternal employment, and accelerating geographic mobility all have dramatically altered the world in which children and adolescents grow up. And, although some of the most striking trends in family life slowed during the 1980s, they did not reverse, by any means. Between 1980 and 1990, for example, the number of divorced mothers grew at a rate of nearly 2 percent per year. (The New York Times, 1991). Nevertheless, questions as to whether these changes have weakened the family's influence over young people or, in one way or another, have harmed young people are difficult to answer. Yes the family has changed—but so has society. The family remains an extremely important influence on adolescents' development. As an influence on the development of identity, autonomy, or achievement, for example, few forces are as significant as the young



person's family. And the second, regardless of the family's structure or composition-one parent or two, nature or reconstituted ,employed mother.

### **1.5.0 Family Is Still Important**

It is important for young people to begin to think for themselves and question aspect for their lives and of their family relationships. These changes may mean times of anger and frustrations that is leveled at the family, but in the majority of circumstances these feelings are likely to be temporary or circumstantial. Parents will benefit from being supported to understand the role of rebellion in young people's development. Limit setting still needs to occur for poor and unacceptable behavior. Many young people who display difficult behavior are actually doing so in attempt to have someone to set boundaries and limits.

A great deal of emphasis is placed on the importance of peer groups, and how they become more influential than parents at this age. Whilst peers do become significant, the quality of the relationship is different, with peers providing intimacy based on equality, and parents providing a relationship still based on a power imbalance. Peer relationships, therefore, have a purpose, but do not usually become more important to young people.

### **1.5 The Need For A Secure-Base**

Adolescents are moving towards becoming independent physically, emotionally and cognitively, and yet they are still growing. Young people still require stability in home environment, and a secure emotional base from which to explore and experience the world. This also provides them with somewhere to come back to for reassurance, support and unconditional love in tough times. A young person benefits from the expectations of respect, consideration and reciprocity in family relationships. They still benefit from trying out thoughts, feelings and behaviors within the family environment, and from observing and

experiencing relationships within families. There will still be times when they fall , and will be benefit from understanding and support to pick themselves back up.

### **1.5.2 Changing Role Of Parents**

A parent's relationship and caring role with a young person continues to be important, although the relationship will need to be flexible to adapt to there will be need to be a gradual change from a more authoritative approach ,to a more collaborative approach. Parents have to face the (sometimes hard) reality that their child is no longer within their control. They may feel distressed as they perceive that the young person won't listen to them, or does the opposite of what they may suggest. They may have to watch their young person disregard the things they thought they taught them were important, such as ways to look after their health, or their future goals (as the parent envisaged it ). Parents have to learn to 'let go', not of the relationship, but of their dreams for the young person, and their authority over the young people, so that they may allow a young person to develop their own dreams and greater self-responsibility.

### **1.5.3 Guidance And Boundaries**

Guidance and boundaries are still important, however the quality of the relationship, and the collaboration rather than 'obedience ', become increasingly important if a relationship is to survive and be maintained. Joint discussions about rules/options, compromise and flexibility for win /win solutions are important. Warmth and understanding are important, rather than judgmental comments telling a person what to do.

Consequences need to be age-appropriate, and not punitive (see : setting boundaries). Monitoring of a young person's whereabouts still important to the extent possible, especially when adolescents are still young. Parental supervision and access to a parent for support and assistance are crucial protective factors in

your people's health. It can be helpful for caregivers to consider the age at which they think about and look forward to, how they think about and look forward to, how they would like their relationship with their child to be then, This may lead them to think about and nurture the relationship shift needed between now and then (see: building our relationship ).

#### **1.5.4 Role Modelling**

A family and its members continue to provide valuable role models for a range of behaviors, including effective communication, relationship, skills, and socially acceptable behaviors. The ways in which conflict and disagreements are negotiated within the family are important blueprints for dealing with issues in other arenas.

Appropriate boundaries setting also gives young people clear guidelines as to what is acceptable and what is not; skills which can be generalize a wider context. Young people benefit from modelling about how to have constructive disagreements while maintaining a continuum positive relationship. They will still benefit from experiencing an effective model for relating to others and negotiating life and the world.

#### **1.5.6 When Families Are Not Providing A Secure-Base**

When there is no family contact, efforts need to be made to reconnect young people with appropriate family members. Alternatively, other significant adult are needed who may provide the element and safety net for emotional development. The developmental needs of a young person, as outlined in this help sheet, must be met somehow to optimize health outcomes. Some families seem to work against a young person developing their own sense of self-worth ,self-identity and their self-capacity for independent decision making and emotion –regulation, Understanding and working with the family dynamics may assist the family's capacity to provide a young person with a secure-base on which to continue to develop.Caregivers and other family members and particularly the young person will benefit from being

told more about how the family may be operating in a way which is detrimental to a young person's development. It can be useful to try to build a more positive .

### **1.5.7 Parental Employment And Adolescent Adjustment**

The increase in women's participation in the labour force has promoted a good deal of research on the maternal employment on adolescent development on adolescents development. This label "maternal employment" is a misnomer, of course, because most children whose mothers work have fathers who are employed as well. It is important to remember that most studies of "maternal employment" are really studies of the impact of having both parents employed, and not simply studies of the impact of having an employed mother. Adolescents whose mothers are employed differ from those whose mothers are not ,in several respects. In general, maternal employment during adolescence has quite positive effects on daughters but more mixed or negligible effects on sons, especially in middle-class and professional families ( Bronfenbrenner and Crouter,1982 ). Not surprisingly, in these social classes, girls whose mothers work outside the home have high career aspirations than do the girls whose mothers do not work ,but this is not necessarily the case for boys (Hoffman,1974) .Because daughters are more likely than sons to identify with their mothers, girls' occupational plans are more influenced by having a mother work than are boys'. One especially interesting finding concerns the impact of maternal employment on adolescents' academic achievement. Here a number of studies have found that in middle-class and upper-middle homes, full time maternal employment during the high school years associated with lowered school performance among boys, but not among girls (Bronfenbrenner and Crouter, 1982 ). The effect is not found in homes where the mother works part time ,nor is it found in working -class or lower class households. Presumably, the added income from mother's work in poorer families makes up for any negative effects it has on boys 'schooling.

### 1.5.8 Parenting Styles And Their Effects

There are a variety of ways to characterize parents' behavior toward their children. One of the most useful approaches derives from the work of psychologist Diana Baumrind( 1978). According to her and that of others in this vein, two aspects of the parent's behavior toward the adolescent are critical: parental responsiveness and parental demandingness ( Macoby and Martin,1983). Responsiveness refers to the degree to which the parent responds to the child's need in an accepting, supporting manner. Demandingness refers to the extent to which the parent expects and demands mature, responsible behavior from the child.

Parents vary on each of these dimensions. Some are warm and accepting while others are unresponsive and rejecting; some are demanding and expect a great deal of their child while others are permissive and demand very little. Because responsiveness and demandingness are more or less independent of each other-that is, it is possible for a parent to be very demanding without being responsive and vice-versa-it is possible to look at various combinations of these two dimensions. A parent who is very responsive but not at all demanding is labelled **indulgent**, whereas one who is equally responsive but also very demanding but not responsive are **authoritarian**; parents who are neither demanding nor responsive are labelled **indifferent**.

### 1.5.9 Adolescents' Relationship With Siblings

In general studies suggest that sibling relationships may have characteristics that set them apart from both other family relationships, such as that between adolescents and their parents, and other relationships with peers, such as those between adolescents and their close friends (Furman and Buhrmester,1985: Raffaelli and Larson ,1987 ). In one study ,for example ,young adolescents were asked to rate several different type of relationships ( for example, with parents ,siblings, friends, grandparents )along similar dimensions ,here sibling

relationships were rated like those with parents for companionship and importance, but they were rated more like friendship with respect to power, assistance, and how satisfying the relationship is. One striking difference between sibling and other type of relationship involves conflict; adolescents report far higher levels of conflict with brothers and sisters than they do with anyone else. Because siblings live in close proximity to each other, they may have added opportunities for both positive and negative interaction.

One topic of interest to researchers interested in adolescents and their siblings resemble each other in intelligence, personality and interests. Because siblings share some genetic influences (because they have same parents) and at least some environmental influences (because they have grown in the same household) , you might think that they would be more alike than different . But new researchers suggest that adolescents growing up in the same family are actually quite different from each other-far more than would be expected given their supposed similarly genetic and environment histories. For example, siblings scores on standard measure of personality traits are virtually uncorrelated ( Plomin and Daniels,1987 ). Indeed the findings concerning differences between siblings are so consistent that one team of investigators wrote recently that “two children in the same family are as different from one another are as pairs of children selected randomly from the population” ( Plomin and Daniels, 1987 ).

Why might siblings be so different from one other? One explanations is offered by behavioral geneticists Robert Plomin and Denise Daniels (Daniels et.al.,1985; Plomin and Daniels, 1987 ). They have found that siblings growing up in the same family experience their environment very differently. One brother may describe his family as very close-knit ,while another may have experienced it as very distant, One girl describes her family life as plagued with arguments and conflict ; her sister describes it as peaceful and agreeable. In other words, even though we assume that children growing up in the same family have shared the same environment, this may not really be the case.

Siblings may experience the same family environment differently for a variety of reasons. First, parents may treat their children differently because of their own conscious and unconscious preferences, differences in their children's temperaments, or change in their children rearing philosophies over time. Second, the own development, and this may affect children differently. For instance, it may be different to be raised by older parents than the younger ones, and children born later in the family's history may have parents who treat them differently because of this. Finally differences in the family's circumstances at different times may affect the way that siblings are raised. A strain may have very different experiences from a sibling who grows up when the family is more comfortable.

Plomin and Daniels have found that siblings actually do describe their upbringings as very different and, moreover, that these differences in experiences are related to different patterns of development. In general ,better adjustment adolescents were more likely than their siblings to report that their relationship with their mother was close ,that their relations with brothers and sisters were friendly ,that they were involved in family decisions making ,and that they give a high level of responsibility around the house (Danielset.al.,1985).

#### **1.6.0 Statement Of The Problem**

### **A STUDY OF MUTUAL FRANKNESS AMONGST PARENTS AND THEIR ADOLESCENT DAUGHTERS WITH REFERENCE TO DIFFERENT ADOLESCENT ISSUES**

#### **1.7.0 Definitions And Explanations Of The Terms**

##### **1. Adolescence**

“Adolescence is that period in which a child tries to become capable of doing everything by him.” -Sadler

Hopkins (1993), defines adolescence as the period between childhood and adulthood with much personal growth-physical, psychological and social-that gives the period its special place within the field of developmental psychology.

Atwater (1992)), states that adolescence is the period of rapid growth between childhood and adulthood, including psychological and social development.

## **2. Mutual**

It is the feeling or action experienced or done by each of two or more parties towards the others.

## **3. Frankness**

Frankness is the quality of being honest and straightforward in a attitude and speech.

## **4. Adolescent Issues**

Issues of adolescence are related to changes or problems that an adolescence unease to confront during that specific age.

### **1.8.0 Delimitations Of The Study**

1. This study is delimited to adolescent girls only.
2. This study will furtherbe delimited to adolescent girls of Demonstration Multipurpose School.
3. This study will further be delimited to adolescent girls of 12-18 years of age.
4. This study will further be delimited to adolescent girls of class VIII and XI.

### **1.9.0 Variables Under The Study**



Variables are the characteristics or the conditions that a researcher observes, controls and manipulates in order to carry out the study.

#### 1. Mutual Frankness :

The ease with which that adolescence share their problems and issues with the parents.

#### 2. Process Of Growing Up:

It involves certain changes-physical and mental. We generally refer to three sets of changes-biological, cognitive and social –as the fundamental changes that occur universally virtually without exception.

#### 3..Prevention Of Substance And Drug Abuse: -

In recent years substance abuse has become a serious concern and the situation worsened in present times. So it is the demand of the time and situation that proper care should be taken by the family and teachers to aware the adolescents about the consequences of this problem.

#### 4.Awareness about HIVand AIDS: -

HIV AND AIDS are serious concerns; there is no cure and any vaccine to prevent its spread. So it becomes necessity to spread awareness only by the means of education. Proper communication should be there between parents and their adolescent daughters regarding these types of serious issues.

#### 5.Career Choices and Marital Issues:-

Whether the adolescent girls are free to take various decisions regarding ability of adolescent girls somewhere affected by their interaction and relationships with parents.

### **1.10.0 Objectives**

In order to carry out the study effectively and to assess the mutual frankness between parents and their adolescent daughters, the following objectives were taken into consideration by the researcher.

- To compare the degree of mutual frankness of parents and daughters belonging to different stages of adolescence.
- To study the difference in the degree of mutual frankness of parents and daughters belonging to early and middle adolescence.
- To study the difference in the degree of mutual frankness of parents and daughters belonging to middle and late adolescence.
- To study the difference in the degree of mutual frankness of parents and daughters belonging to early and late adolescence.
- To study the degree of mutual frankness among the parents and adolescent daughters with respect to educational background of the parents.
- To study the degree of mutual frankness among the parents and adolescent daughters with respect to different adolescent issues.

### **1.11.1 Hypothesis**

Ho1: There will be no significant difference in mutual frankness on adolescent issues among parents and daughters of different stages of adolescence.

Ho2: There will be no significant difference in mutual frankness among parents and daughters of early and middle adolescents.

Ho3: There will be no significant difference in mutual frankness among parents and daughters of middle and late adolescence.

Ho4: There will be no significant difference in mutual frankness among parents and daughters of early and late adolescence stage.

### **1.12.1 Significance of The Study**

Now day's parents are involved in the **teaching learning process** of their children. So they are needed to be more frank with their adolescent daughters. It enhances the self-confidence of the children and motivates to perform better in each and every field.